ENGLISH 2321: Readings in British Literature
Monsters and Mad Scientists
Sections 010, 020 and 030

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Course Description

What do we mean when we call something "monstrous?" Why are scientists so often depicted as "mad?"

In this course, we will explore how stories about the nonhuman—nature, technology and supernatural beings—shape our conceptions of what it means to be human. These stories feature characters who make deals with the devil, conduct illicit experiments, and come to terms with their own "unnatural" origins. We will read literary texts alongside selected religious, philosophical and scientific works in order to raise questions about how humanity defines itself in to the nonhuman: Are there limits to human knowledge of and power over nature? What is the nature of the relationship between creator and creation? What is the line between human and animal?

Throughout the course, we will engage with these questions as we develop the tools to critically analyze literature and consider how literature works as a distinct form of knowledge. Our course texts will encompass a wide variety of genres, including a play, poems, short stories, and novels, films and a graphic novel.

Graded Course Work

- 30% Reading Quizzes and In-Class Work
- 20% Exam #1
- 20% Exam #2
- 5% Film Response
- 15% Course Reflection (Take Home Final)
- 10% Preparation and Active Participation

Required Books and Materials

You will need hard copies (no e-books) of the following five books*:
- Shelley, *Frankenstein* (Broadview)
- Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde* (Broadview)
- Wells, *The Island of Dr. Moreau* (Broadview)
- Ishiguro, *Never Let Me Go* (any edition)
- Morrison and Quitely, *We3* (graphic novel)

*You are required to use the editions specified, since we will also be using the contextual materials that they contain. ISBN#s for each book are listed on Blackboard.

Other Materials:
- Printed Handouts and Readings from Blackboard
- Notebook/paper for in-class writing and something to write with

Blackboard:
- This course has a Blackboard website, where you can access important announcements, find course materials, and turn in your assignments.
Learning Goals and ASU CORE Objectives

This class is not intended as an exhaustive account of British literature; rather, the goals of the class will be accomplished through a narrow view of literary texts that engage with a related set of ethical and philosophical questions.

Upon completing sophomore literature, students should be able to:

• understand the role of literature as an expression of values and interpretation of human experience
• understand and apply methods of responding to literature analytically
• understand the form, function, scope and variety of literature, including specialized terminology
• understand the interactive relationship between history, culture, and literature.

In short, this course seeks to help you:

• gain a broader understanding and appreciation of intellectual and cultural activity
• learn to analyze and critically evaluate ideas, arguments, and points of view
• develop your creative capacities

ASU Core Curriculum Objectives for Sophomore Literature

Students in sophomore literature will practice the following core curriculum learning objectives in critical thinking, communication, social responsibility, and personal responsibility. Students will then demonstrate their capabilities in these objectives through reading quizzes, written analyses, reflections, or examinations.

• Critical thinking will be demonstrated in reading quizzes, written analyses, or examinations. Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by mastering a series of assigned literary works in terms of generic conventions and content.
• Communication will be demonstrated in reading quizzes, written analyses, or examinations. Students will develop, interpret, and express ideas through effective written communication.
• Social responsibility will be demonstrated in students’ ability to engage with literary artists and the texts they create, and to reflect upon the shared traditions of literary expression, the debates that help shape literature, and the conflicts, cultural differences, and shared experiences.
• Personal responsibility will be demonstrated in reading quizzes, written analyses, or examinations. Students will demonstrate the ability to evaluate choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples.
I. ATTENDANCE AND MAJOR ASSIGNMENT POLICY

Regular attendance is crucial to your success in this course. **I do not differentiate between “excused” absences and “un-excused absences,”** so please do not bring me doctor’s notes or e-mail me with the expectation of having an absence excused.

I do realize that sickness, appointments, family issues, work conflicts and other circumstances sometimes arise during the semester that prevent students from attending class, and so I make allowances in the following grade categories to account for them. The allowances below account for what I believe to be a reasonable number of absences in a given semester, regardless of reason.

If you miss a class, you will need to determine what you missed during your absence by checking the Blackboard announcements, asking your classmates or by seeing me during office hours. I will post any lecture slides that I use in class. **I will not respond to email inquiries that simply ask: "what did I miss?” It is your responsibility to check the schedule and stay on track.**

Here is how I factor absences into your course grade:

- **Quizzes/In Class Work:** I will drop the three lowest grades from this category before calculating your final grade. **I do not give make up quizzes or replacements for in-class work.** Exceptions: If you intend to miss class to participate in a school-sponsored event or to observe a recognized holy day (see below), notify me in writing prior to the absence so we can make arrangements.

- **Preparation and Active Participation:** I allow students three absences without penalty to their overall participation grade. After your fourth absence, your absences will affect your overall participation grade.

**However,** if a situation arises that you suspect will result in excessive absences (something like a chronic health condition or true emergency such as a death in the immediate family or hospital stay), you should notify me as soon as possible so we can discuss possible accommodations. Once you have missed class meetings in excess of these allowances, there is nothing I can do for you that will preserve fair treatment for the rest of the class.

**At nine absences students will automatically fail the course**

**Students who do not complete one of the major assignments (Exam #1, Exam #2, Course Reflection) will automatically fail the course**
II. QUIZZES, IN-CLASS WORK and ACTIVE PARTICIPATION

Because this is primarily a discussion-based class where all members depend on the input of others, you will be graded according to your participation. This will include, but is not limited to: your coming to class prepared and on time, your willingness to participate in class discussion, your readiness to volunteer when needed, and, most importantly, your overall level of engagement and attitude. Your active participation grade will be determined by all of these factors.

You must bring the appropriate printed texts to class for every discussion.

On any day that an assigned reading is due, I may give a reading quiz that covers the reading and/or the assigned literary terms for the day. These quizzes are meant to be very straightforward and are designed to make sure you made a good faith effort to get through and understand the material. Occasionally, these quizzes will be open book (even more incentive to bring your printed texts to class!).

On many class days I will assign prompts for in-class writing and small group discussions, which I grade on a scale of 1-5, but also take into consideration when determining your participation grade. You will be encouraged to share and discuss your insights with the class. Be sure to bring a notebook/paper and something to write with to every class meeting.

IV. ESSAY SUBMISSION and LATE/LOST WORK POLICY

Essays are due on the date and time specified on the assignment sheet. Submit a Microsoft Word or PDF version of your final draft via the SafeAssign® dropbox on Blackboard before class on the date indicated in the syllabus and on the assignment sheet. Your assignment will not be considered as fully submitted until I have received it through the dropbox—I will not accept assignments in hard copy or as email attachments.

Due to the time pressure I face when grading final essays and submitting final grades, the Take Home Final Exam Essay may only be submitted up to 48 hours late. I will deduct half a letter grade from this assignment for each 12 hours it is late.

No extensions will be granted on or after a due date—all arrangements must be made in advance.

IV. CLASSROOM CONDUCT and EMAIL ETIQUETTE

I request that you turn off all electronic devices and put them in your bags during class. Cell phone use is 100% prohibited at all times. Your phone should be on silent and away from sight. If you are expecting an important call, please put your phone on vibrate and let me know before class that you may need to leave class to answer your phone.
When questions about course content occur to you outside of our scheduled class sessions, I encourage you to come to office hours or email me. However, please understand that I receive a lot of email, so it’s important that your email messages attend to some basic conventions of electronic communication. For example, your emails to me should contain a helpful subject line that contains your course number and section to direct my attention to your question. They also should begin with some sort of salutation, “Dear Dr. Dushane,” or “Hi, Dr. D,” are both fine. I will attempt to answer emails quickly within business hours (M-F 9am-5pm), though I have meetings on and off campus and sometimes cannot answer as quickly. After 5pm and on weekends, I check my email less regularly and it may be several hours or even a day before you hear back from me.

V. OBSERVANCES OF RELIGIOUS HOLIDAYS and TRAVEL TO UNIVERSITY EVENTS

Students traveling to university-sponsored events and students who have spoken to me in advance about missing a class for purposes of religious observance will have the opportunity to make up whatever work can be completed. The opportunity to make-up work is the student’s responsibility to arrange: (1) notification must be made in writing and in advance of the absence and (2) all work must be completed in what I deem to be a timely manner. To be clear, no makeup work will be permitted after the fact; all arrangements must be made in advance and you and I must agree upon a timetable prior to your absence.

VI. STATEMENT ON ACADEMIC HONESTY

“All ASU students are expected to understand and to comply with the University’s policy on Academic Honesty as stated in the ASU Bulletin and in the ASU Student Handbook. Students who violate the Policy on Academic Honesty will be subject to disciplinary action, including a failing grade in the course.”

Your enrollment in 2321 assumes your agreement to this honor code. Stealing from another person or source is wrong and passing off work you did not complete as your own is a violation punishable by your immediate failure in the course. I have no patience for this breach of trust and ethics.

VII. STUDENTS WITH DISABILITIES

I am sympathetic to all disabilities, and request that all persons requesting accommodation work through the student life office to make sure that they receive the attention they need.

“Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, located in room 112 of the University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.”
**WEEKLY SCHEDULE***

*Subject to change

Be sure to check Blackboard regularly for details and any changes to the schedule. This schedule provides a brief overview of the semester so that you can plan around major assignment due dates, but I will post more detailed reading assignments, handouts, lecture slides and other important information on a weekly basis.

Readings should be completed before the assigned class period they appear on the schedule.

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<th>Week 1</th>
<th>M 8.27</th>
<th>Course Intro</th>
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| W 8.29 | BB: Plato, *Allegory of the Cave* (from *The Republic*)  
*In-Class Writing* |
| F 8.31 | BB: Greek Myths + Biblical Figures  
*In-Class Writing* |

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<th>Week 2</th>
<th>M 9.3</th>
<th>No Class: Labor Day</th>
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| W 9.5  | BB: Marlowe, *Dr. Faustus* Prologue and Scenes 1-4  
BB: *English Faust Book* selections  
*Reading Quiz* |
| F 9.7  | BB: Marlowe, *Dr. Faustus* Scenes 5-11  
BB: *English Faust Book* selections  
*In-Class Writing* |

| Week 3 | M 9.10 | BB: Marlowe, *Dr. Faustus* Scenes 12-13  
BB: *English Faust Book* selections  
*In-Class Writing* |
|--------|-------|---------------------|
| W 9.12 | BB: Coleridge, *The Rime of the Ancient Mariner*  
*Reading Quiz* |
| F 9.14 | Shelley, *Frankenstein*  
Preface + Letters  (pp. 49-63)  
*In-Class Writing* |

| Week 4 | M 9.17 | Shelley, *Frankenstein*  
Volume I, Chapters I-IV (pp. 64-94)  
*Reading Quiz* |
|--------|-------|---------------------|
| W 9.19 | Shelley, *Frankenstein*  
Appendix B: The Education of Victor Frankenstein  (pp.239-249)  
*In-Class Writing* |
| F 9.21 | Shelley, *Frankenstein*  
Volume I, Chapters V-VII  
*In-Class Writing* |

Extra Credit Opportunity:  
Film Screening: Branagh, *Mary Shelley's Frankenstein*
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<th>Week</th>
<th>Date</th>
<th>Assignments</th>
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| 5    | M 9.24 | Shelley, *Frankenstein*  
Volume II, Chapters I-II  
**BB: The Sublime**  
*Reading Quiz* |
|      | W 9.26 | Shelley, *Frankenstein*  
Volume II, Chapters III-VII  
*In-Class Writing* |
|      | F 9.28 | Shelley, *Frankenstein*  
*Frankenstein, Volume II, Chapters VIII-IX*  
*In-Class Writing* |
| 6    | M 10.1 | Shelley, *Frankenstein*  
*Frankenstein, Volume III, Chapters I-VI*  
*Reading Quiz* |
|      | W 10.3 | Shelley, *Frankenstein*  
*Frankenstein, Volume III, Chapters VII-end*  
*In-Class Writing* |
|      | F 10.5 | Midterm Exam Prep |
| 7    | M 10.8 | Midterm Exam |
|      | W 10.10 | Stevenson, *Dr. Jekyll and Mr. Hyde*, pp. 33-47  
"Story of the Door" – "Dr. Jekyll Was Quite at Ease"  
*Reading Quiz* |
|      | F 10.12 | Stevenson, *Dr. Jekyll and Mr. Hyde*, pp. 47-69  
"The Carew Murder Case" – "The Last Night"  
*Reading Quiz* |
| 8    | M 10.15 | Stevenson, *Dr. Jekyll and Mr. Hyde*, pp. 69-90 (end)  
"Dr. Lanyon’s Narrative" – "Henry Jekyll’s Full Statement of the Case"  
*In-Class Writing* |
|      | W 10.17 | Stevenson, *Dr. Jekyll and Mr. Hyde*, Appendix K: Victorian Psychology  
• Henry Maudsley, "The Double Brain"  
• F. H. Myers, "Multiplex Personality"  
• James Sully, "The Dream as Revelation"  
*Reading Quiz (open book)* |
|      | F 10.19 | **BB: Darwin + Huxley Selections** (print out and bring to class)  
Bring *Dr. Jekyll and Mr. Hyde*  
*Reading Quiz (open book)* |
| 9    | M 10.22 | BB: Freud, “The Uncanny” (please print out and bring to class!)  
*Reading Quiz (please consult the *Uncanny Reading Guide* -- it will tell you which parts of the essay to focus on/skip (the reading is long and dense: you don’t have to read all of it!)) |
|      | W 10.24 | Wells, *The Island of Dr. Morea*, Introduction and chapters 1-5 (pp. 71-87)  
*In-Class Writing* |
|      | F 10.26 | **No Class: Professor at Conference** |
| Week 10 | M 10.29 | Wells, *The Island of Dr. Moreau*, chapters 6-13 (pp. 87-122)  
Appendix G: The Vivisection Controversy  
  • H.G. Wells, “Popular Feeling and the Advancement of Science. Anti-Vivisection” (pp. 266-269)  
*Reading Quiz*  
W 12.31 | Wells, *The Island of Dr. Moreau*, chapter 14 (pp. 122-131)  
Appendix H: Wells Explains  
  • H.G. Wells, “The Province of Pain.” (pp. 270-274)  
*In-Class Writing*  
F 11.2 | Wells, *The Island of Dr. Moreau* chapters 15-end (132-174)  
Appendix E: Evolution and Struggle  
  • H.G. Wells, “Human Evolution, an Artificial Process” (226-231)  
*Reading Quiz* |
|---|---|---|---|---|
| Week 11 | M 11.5 | BB: Forster, “The Machine Stops” Parts I and II (50-69)  
*Reading Quiz*  
*In-Class Writing*  
F 11.9 | Exam #2 Prep |
| Week 12 | M 11.12 | **Exam #2**  
T. 11.13 | Extra Credit Opportunity:  
Film Screening: *Get Out*  
W 11.14 | BB: from *Understanding Comics* (please print this out and bring it to class – there will be a reading quiz over pp. 60-82)  
Morrison, *We3 Issue 1*  
F 11.16 | Morrison, *We3 Issues 2-3* |
| Week 13 | M 11.19 | Film Response Due  
W 11.21 | No Class: Thanksgiving Break  
F 11.23 |
| Week 14 | M 11.26 | Ishiguro, *Never Let Me Go*, Chapters 1-6  
*Reading Quiz (covers Chapters 1-6)*  
W 11.28 | Ishiguro, *Never Let Me Go*, Chapters 7-11  
*In-Class Writing*  
F 11.30 | Course Reflection Prep |
| Week 15 | M 12.3 | Ishiguro, *Never Let Me Go*, Chapters 12-17  
*Reading Quiz (covers Chapters 7-17)*  
W 12.5 | Ishiguro, *Never Let Me Go*, Chapters 18-23 (finish)  
*In-Class Writing*  
F 12.7 | Course Reflection Prep |
| Finals Week | | | | Course Reflection Due (no in-class final!)  
Wednesday, December 12 @ 3:00 pm in the Blackboard dropbox |