This course considers literature as both an object of multiple forms of interpretation and the means through which to experiment with novel ideas. The primary goal of this course is to introduce students to the professional study of English by becoming acquainted with its history and practicing its methods.

We will begin with a series of discussions about what literature is, how it works, and why it matters. Working from this foundation, we will survey significant movements in literary theory and criticism as they emerge from—and often critique—the established literary canon. Students will engage with diverse methods literary study: new criticism, psychoanalysis, poststructuralism, cultural studies, gender studies, critical race theory, ecocriticism and affect studies. In class discussions and written assignments, students will experiment with these approaches on a novel—Mary Shelley's *Frankenstein*—lyric and narrative poetry, and a contemporary graphic novel.

Due to the COVID-19 pandemic, we will be taking advantage of the virtual space: we will be experimenting with new possibilities for learning and collaborating as much as we are experimenting with the practice of literary analysis!

### Required Books and Materials

- **Required for Purchase through Perusall.com:**
  - Kusch, *Literary Analysis: The Basics*
  - Broadview *Frankenstein*

- **A Gift from Me! (Pick up at Old Town Books):**
  - Victor LaValle, *Victor LaValle’s Destroyer*

See “Method of Instruction” and “Technology Requirements” for what you will need to complete this online course.
LEARNING OBJECTIVES FOR ENGLISH 6381

Upon completion of this course, graduate students will be better able to:

- demonstrate advanced knowledge of theories, terms, classifications, methods, and trends common to the discipline of literary studies
- contribute insightfully to scholarly discourse on literature through individual projects and collaborative activities
- demonstrate advanced abilities in reading and writing for inquiry, learning, and critical thinking
- demonstrate advanced ability to execute both written and oral analysis of texts common to the discipline
- demonstrate historical and cultural awareness in discussing and analyzing literary texts.
- understand appropriate documentation and attribution necessary for writing in the profession.

COURSE POLICIES

I. ONLINE COURSE REQUIREMENTS and EXPECTATIONS

Method of Instruction
- All course content delivery and assignments, will take place through Blackboard, Perusall.com, and WebEx.
- Students should be proficient with Blackboard and must be able to access Blackboard on a regular basis and check their ASU e-mail regularly.

Technology Requirements
- You must have a computer with reliable access to the internet and adequate speed to access Blackboard, and a webcam and microphone to attend and participate in WebEx sessions.
- All files uploaded to Blackboard must be in Microsoft Word or .pdf format. Remember, ASU students have free access to Microsoft Office.
- The latest version of an internet browser is recommended. Firefox and Chrome work well with Blackboard, and others, such as Safari, work less well.

Technical Support
The instructor is NOT qualified to provide technical support.
- If you have technology issues and/or questions, contact ASU tech support:
  o E-mail: elearning@angelo.edu
  o Phone: 325-942-2911 (24/7 helpline)
  o In-Person: Mathematics-Computer Science Building, 111
- Blackboard also has a website with guides to frequently asked student questions:
  o https://help.blackboard.com/Learn/Student
Attendance Policies
>
All students are expected to adhere to all ASU policies concerning attendance contained in OP 10.04 and OP 10.09 (link to relevant ASU policies).
>
- If you are unable to attend a scheduled live session, or have missed or may need to miss a deadline, please let me know as soon as possible!
- If you are catastrophically ill, experiencing significant challenges due to a chronic illness, or have some other kind of emergency that would normally prevent you from attending class for more than a week, you should let me know as soon as possible (before deadlines pass) to request accommodations for your situation. In these cases, following the ASU policy, you will also need contact Student Affairs (studentaffairs@angelo.edu) for an official excuse.
>
- This includes any COVID-related issue (illness, quarantine, etc.). Please contact student affairs first, so that they can communicate with your professors about any accommodations you may need!

Communication
>
- You must use your ASU e-mail for official course communication.
- I will provide regular communications relevant to the course through e-mail, Blackboard Announcements, and feedback on your written assignments. I check e-mail from 9-5 Monday-Friday and very rarely on the weekends. I will typically respond to e-mail within 24 hours.
- The deadlines for the course are set so that you can have the maximum time possible to work on assignments for the week, but I only check e-mail during regular business hours. I am happy to help you, but if you leave an assignment until the last minute, you will not get a response from me on Sunday at 11:00pm.
- Students should be mindful of professional etiquette when sending e-mail.
  > I am better able to help you if you include the course you are referencing in your e-mail, a clear and concise question, and some idea of the resources you have already consulted (syllabus, course materials, Blackboard help guide) to try and answer your question.
  > Remember to always include a professional greeting in e-mails to professors! Professor Dushane, Dr. Dushane, and Dr. D all work for me.

Office Hours
>
- Office hours are virtual and by appointment. I am very happy to meet with you virtually if you have questions or need help! Please e-mail me at least 24 hours in advance and give me your availability so that we can schedule a time.
II. ACADEMIC HONESTY: ZERO TOLERANCE POLICY

All ASU students are expected to understand and to comply with the University’s policies on Academic Honesty (link to Angelo State University's Honors Code and several links to resources on plagiarism and how to avoid it). Your enrollment in 2321 assumes your agreement to this honor code.

I have a zero tolerance policy for violations of the honor code, especially plagiarism. To be clear: submitting work that is not your own on ANY assignment, no matter how small, in addition to committing other acts of academic dishonesty as outlined in the code, is a violation punishable by your immediate failure for the course, not just the assignment.

III. STUDENTS WITH DISABILITIES

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

- Please e-mail me early in the semester so we can discuss how I can make your accommodations work for this class! See “Other University Policies: Providing Accomodations for Students with Disabilities” below for more details.
- Students with disabilities that may warrant academic accommodations must contact the Student Life Office before the instructor can implement them. Room 112, Houston Harte University Center. E-mail: ADA@angelo.edu

IV. COUNSELING SERVICES

I encourage students struggling with events in their lives or ongoing mental health issues to seek out the allies and resources available to them on campus (links to campus offices included).

- Campus Counseling Services: 325-942-2171
- Campus Police: 325-942-2017
- Michelle Boone, Title IX Coordinator: 325-486-5367
ASSIGNMENTS and EXPECTATIONS

15% Perusall Assignments/Active Preparation and Participation

ENGLISH 6391 depends upon the active participation of its participants. This means you need to both prepare for class and pay attention and speak during class. Our discussions this semester will take place virtually, but the same principles that apply to in-person seminars will apply to this one! If you want a B or A grade for this category, you should:

- Read the assigned texts before class thoroughly, including introductory material and notes.
- This semester, we will be experimenting with group annotation of texts through Perusall.com, which you can access through our Blackboard site. You will be completing weekly assignments that ask you to take notes on, highlight, and comment on the texts in conversation with other members of the seminar. Hopefully, these assignments will model effective note-taking practices that will carry over to your other courses. I will take the quality of your submissions into consideration when determining your Preparation and Active Participation grade.
- Some of the texts we will read are dense and difficult. You may have to read them more slowly and carefully than you are used to, and you may have to read them more than once. It is EXPECTED that you will feel confused or lost at times! The important thing is to stick with it and bring your questions to class so that we can work through them together.
- Submit thoughtful, detailed, and original observations and questions in your Response Papers.
- Make regular and relevant contributions to class discussion. Relevant contributions stay on topic, are specific (for example, start from specific places in the course texts instead of stating generalities), and indicate that you have both thought about the material itself and the contributions of others.
- When speaking, please show respect to your instructor, your classmates, and the process of learning as a whole: allow others time to talk, try not to interrupt, and refrain from rude, offensive, or belittling comments. When others are talking, pay attention and do not do anything that will distract yourself or others.

20% Reading Responses
These short papers will respond to the prompt that I post on the Blackboard Discussion Board every week. The goal of the weekly reading responses is to engage in a more informal discussion of the assigned texts, practice incorporating the vocabulary and key concepts from the readings, and to uncover interesting questions and original ideas for further analysis and discussion.

- Word Count ~500-750
- Submit through Blackboard Discussion Board by Tuesday @5:00pm
- I will not accept Reading Response late for any reason (their purpose is to prepare you for the seminar), but I will drop the lowest grade from your average for this category. This happens automatically in Blackboard; you don’t need to ask!
20% Analytical Essays
These essays will give you practice writing more formal arguments about literary texts, contexts, and criticism. They will also allow me to give you substantive feedback on your analytical writing skills. Essay #1 will focus on a primary text alongside historical sources, and Essay #2 will focus on a primary text in conversation with one or more scholarly articles.
- Word Count ~1250-1750
- Submit through Blackboard Dropbox before the dates and times indicated on the weekly schedule.

40% Research Project
The research project is divided into several parts that will introduce you to the resources and methods of literary study. You will focus on researching the criticism of one literary text in depth so that you can begin to identify the more specific areas of literary study that interest you. See the assignments sheet for each part for more details.
- 5% Library Resources and Proposal
- 10% Annotated Bibliography
- 10% Research Narrative
- 5% Research Presentation
- Individual Conferences: Students will be required to set up meetings with me via Zoom to discuss their project as indicated on the weekly schedule. These meetings will substitute for the regular class meetings, so attendance is mandatory; failure to attend these meetings may be reflected in the Active Preparation and Participation grade as well as the relevant Research Project grade.

5% Final Course Reflection
This assignment will allow you to reflect on your identity as student/scholar/teacher and map out your goals for the future.
- Word Count ~1000-1500
- Submit through Blackboard Dropbox before the date and time indicated on the weekly schedule.
Course Syllabus Statement on Required Use of Masks/Facial Coverings

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

From Operating Policy 10.5 (Providing Accomodations for Students with Disabilities):

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA

From Operating Policy 10.19 (Student Absence for Observance of Religious Holy Day):

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Title IX at Angelo State University:
The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022 / michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix
Be sure to check Blackboard regularly for any changes to the schedule. This schedule provides an 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.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Reading Assignments and Agenda for WebEx Discussion Tuesdays 6:00-7:30pm</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| T 8.17-23 | **Getting Started: What is Literature?**  
  • Available on Blackboard (BB): Culler, from *A Very Short Introduction to Literary Theory*, "What is Literature, and Does it Matter?"  
  • BB: Semenza, selections from *Graduate Study for the Twenty-First Century*: “Introduction,” “Chapter 1: The Culture of a Graduate Program” and “Chapter 4: The Graduate Seminar” | Tuesday @ 5:00pm  
  □ Perusall (P): What is Literature? An Experiment, Parts I and II  
  □ Blackboard Discussion Board (DB): Reading Response #1 |
| Week 2 |  
  T 8.24 |  
  **What is an Author?**  
  • Perusall (P): Kusch, Chapter 1, “Introduction: Thinking About Literature”  
  • BB: Wimsatt and Beardsley, "The Intentional Fallacy"  
  • BB: Foucault, "What is an Author?" | Tuesday @ 5:00pm  
  □ DB: Reading Response #2 |
| Sunday @ 11:59pm |  
  □ P: Kusch, Chapter 2  
  □ P: *Frankenstein*, Volume I  
  □ P: Keats’ Odes |  

*Subject to change*
**Week 3**
**T 8.31**

**Close Reading and the New Critics**
- **P:** Kusch, Chapter 2, “Close Reading: Words and Forms”
- **P:** *Frankenstein*, Volume I
- **P:** Keats’ Odes
- **P:** Eliot, “Tradition and the Individual Talent”
- **BB:** Brooks, “Keats’ Sylvan Historian: History Without the Footnotes”

**Tuesday @ 5:00pm**
- **Blackboard Discussion Board (DB):** Reading Response #3

**Sunday @ 11:59pm**
- **P:** Kusch, Chapter 3
- **P:** *Frankenstein*, Volumes I-II
- **P:** *Frankenstein*, Appendix B: The Education of Victor Frankenstein

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**Week 4**
**T 9.7**

**Frankenstein in Context I**
- **P:** Kusch, Chapter 3, “Analysis in Context”
- **P:** *Frankenstein*, Volumes I-II, Appendix B: The Education of Victor Frankenstein
- **BB:** The Sublime

➢ **Analysis Essay #1: *Frankenstein* in Context Due Next Week**

**Tuesday @ 5:00pm**
- **DB:** Reading Response #4

**Sunday @ 11:59pm**
- **P:** Kusch, Chapter 7
- **P:** *Frankenstein*, Volumes I-III
- **P:** *Frankenstein*, Appendix A: The Education of Mary Shelley

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**Week 5**
**T 9.14**

**Frankenstein in Context II**
- Kusch, Chapter 7, “Conclusion: Analytical Writing”

**Tuesday @ 5:00pm**
- **Blackboard Assignment Dropbox:** Analysis Essay #1: *Frankenstein* in Context

**Sunday @ 11:59pm**
- **P:** Kusch, Chapter 6
- **P:** *Frankenstein*, Volumes I-III

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**Week 6**
**T 9.21**

**Beyond Close Reading: Literary Theory and Criticism**
- **P:** Kusch, Chapter 6, “Analysis and Literary Theory”
- **BB:** from *Reading and Writing About Literature*, “Literary Theory and Criticism”
- **BB:** Freud, “The Uncanny”
- **BB:** from *Gothic*, “Introduction: Negative Aesthetics”

**Tuesday @ 5:00pm**
- **DB:** Reading Response #5

**Sunday @ 11:59pm**
- **P:** Kusch, Chapter 5
- **P:** *Frankenstein*, Volumes I-III
<table>
<thead>
<tr>
<th>Week 7</th>
<th><strong>T 9.28</strong></th>
<th><strong>Frankenstein and the Critics I</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>P:</strong> Kusch, Chapter 5, “Analysis and the Critics”</td>
<td><strong>Tuesday @ 5:00pm</strong></td>
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<td><strong>BB:</strong> Ellen Moers, “Female Gothic: The Monster’s Mother”</td>
<td><strong>DB:</strong> Reading Response #6</td>
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<td><strong>BB:</strong> Bewell, “An Issue of Monstrous Desire: <em>Frankenstein</em> and Obstetrics”</td>
<td><strong>Sunday @ 11:59pm</strong></td>
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<td></td>
<td><strong>DB:</strong> Reading Response #6</td>
<td><strong>P:</strong> <em>Frankenstein</em>, Volumes I-III</td>
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<tr>
<th>Week 8</th>
<th><strong>T 10.5</strong></th>
<th><strong>Frankenstein and the Critics II</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>BB:</strong> Carroll, “Crusades Against Frost: <em>Frankenstein</em>, Polar Ice, and Climate Change in 1818”</td>
<td><strong>Tuesday @ 5:00pm</strong></td>
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<td><strong>BB:</strong> Smith, “This Thing of Darkness: Racial Discourse in Mary Shelley’s <em>Frankenstein</em>**</td>
<td><strong>DB:</strong> Reading Response #7</td>
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<tr>
<td></td>
<td><strong>Analysis Essay #2: <em>Frankenstein</em> and the Critics Due Next Week</strong></td>
<td><strong>Sunday @ 11:59pm</strong></td>
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<td></td>
<td><strong>DB:</strong> Post your chosen article(s) for Essay #2</td>
<td><strong>P:</strong> <em>Frankenstein</em>, Volumes I-III</td>
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<tr>
<th>Week 9</th>
<th><strong>T 10.12</strong></th>
<th><strong>Frankenstein and the Critics III</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>BB:</strong> Research Project Assignment Handouts</td>
<td><strong>Tuesday @ 5:00pm</strong></td>
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<td></td>
<td><strong>DB:</strong> Blackboard Assignment Dropbox: Analysis Essay #2: <em>Frankenstein</em> and the Critics</td>
<td><strong>Blackboard Assignment Dropbox:</strong></td>
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<td><strong>Sunday @ 11:59pm</strong></td>
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<td><strong>P:</strong> Kusch, Chapter 3</td>
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<tr>
<th>Week 10</th>
<th><strong>T 10.19</strong></th>
<th><strong>Frankenstein and the Future</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>P:</strong> Kusch, Chapter 3: Comparative Analysis</td>
<td><strong>Tuesday @ 5:00pm</strong></td>
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<tr>
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<td><strong>BB:</strong> McCloud, from <em>Understanding Comics</em>, “Blood in the Gutter”</td>
<td><strong>DB:</strong> Reading Response #8</td>
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<td></td>
<td><strong>BB:</strong> LaValle, <em>Destroyer</em></td>
<td><strong>No Sunday Deadline: Work on Library Resources and Proposal</strong></td>
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<td>Week 11</td>
<td>T 10.26</td>
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<tr>
<td>Research Project</td>
<td>BB: Semenza, from <em>Graduate Study for the Twenty-First Century</em>, “Chapter 5: The Seminar Paper”</td>
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<tr>
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<td>Tuesday @ 5:00pm</td>
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<tr>
<td></td>
<td>Blackboard Assignment Dropbox: Library Resources and Proposal Assignment (for grading/my feedback)</td>
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<td>DB: Proposal (for class discussion)</td>
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<td></td>
<td>No Sunday Deadline: Work on Draft Annotated Bibliography</td>
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<tr>
<th>Week 12</th>
<th>T 11.2</th>
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<tbody>
<tr>
<td>Research Project</td>
<td>✓ Individual Meetings for Research Project</td>
</tr>
<tr>
<td></td>
<td>Tuesday @ 5:00pm</td>
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<td></td>
<td>Blackboard Assignment Dropbox: Draft Annotated Bibliography</td>
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<tr>
<td></td>
<td>No Sunday Deadline: Work on Final Annotated Bibliography and Draft Research Project Narrative</td>
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<tr>
<th>Week 13</th>
<th>T 11.9</th>
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<tbody>
<tr>
<td>Research Project</td>
<td>✓ Workshop Research Project Narratives</td>
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<td></td>
<td>✓ Discuss Research Project Presentations</td>
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<td></td>
<td>Tuesday @ 5:00pm</td>
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<tr>
<td></td>
<td>Blackboard Assignment Dropbox: Final Annotated Bibliography (for grading)</td>
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<td></td>
<td>DB: Draft Research Project Narrative (for workshop)</td>
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<td></td>
<td>Sunday @ 11.59pm:</td>
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<td>Blackboard Assignment Dropbox: Final Research Project Narrative</td>
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<tr>
<th>Week 14</th>
<th>T 11.16</th>
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<tbody>
<tr>
<td>Research Project</td>
<td>✓ Project Presentations</td>
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<tr>
<td></td>
<td>Tuesday @ 5:00pm</td>
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<tr>
<td></td>
<td>Research Project Presentation Upload Due</td>
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<td></td>
<td>No Sunday Deadline: Work on Course Reflection</td>
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**Course Reflection Due:**
Tuesday, November 24th @ 5:00pm in Blackboard Assignment Dropbox