English 2370: Introduction to English Studies: Haunted Forms & Literary Legacies

Professor Jennifer Sorensen  
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Course Meets 11:00 am – 12:15 pm on Tuesdays and Thursdays  
in the Center for the Sciences 115  
Office: FC 258  
Office Phone: (361) 825-3002  
Office Hours: Mondays and Wednesdays from 3:30 – 5:00 pm and Tuesdays 1:00 pm – 3:00 pm and by appointment

In Henry James’s *The Turn of The Screw*, the framing narrator builds suspense for his haunted story and one of the ladies cries “Oh how delicious!” In this class we will encounter many delicious haunted forms and many methods of literary ghosting. You will learn to analyze how haunting works across a range of literary forms. How can a sonnet be haunted? What makes a ghost story eerie and suspenseful? How is haunting staged in drama? We will also explore how literary history performs its own complex haunting through legacies that cast long shadows. This course will introduce you to the analytical skills that are fundamental to English Studies and will include assignments designed to develop your research methods, your effectiveness when using critical sources, and your close reading analysis skills.

Course Goals and Student Learning Outcomes:
I have designed the course to help you develop and hone the following skills:

*Close-Reading Analysis Skills across a variety of genres as we’ll be reading a diverse and genre-bending range of short fiction, poetry, a very famous play and we’ll be analyzing a film and a multi-media text (*Citizen*).

*The ability to think critically and to argue (verbally and in writing) about both the micro and macro levels of a range of literary and cultural texts (i.e. at the level of the sentence, the paragraph, the chapter, and the structure of the whole novella or story and at the level of the line, the stanza, the poem, etc.).

*The ability to engage with literary criticism and theory about cultural texts and to use these materials to deepen your engagement with primary texts and to enhance your ability to think productively across texts.

I aim for you to emerge from the semester with a complex and nuanced understanding of the discipline of English Studies and hopefully with a renewed zest for literature and analysis.
Required Texts for the Course:
Available at the TAMUCC bookstore or online. Please be sure to purchase these particular editions as we will be using the supplementary materials and all need to be literally on the same page in class discussions.

Henry James, The Turn of the Screw, Bedford/St.Martin’s, ISBN: 9780312597061
Hayao Miyazaki, Spirited Away (Film – Screened in Class; On Reserve in Library)
Claudia Rankine, Citizen, Greywolf, ISBN: 9781555976903

Available on Blackboard (Need to be Printed and Brought to Class on Day Assigned Unless I Tell You Otherwise).
Christina Rossetti, “Goblin Market”
T.S. Eliot, “The Love Song of J. Alfred Prufrock”
Robert Browning, “My Last Duchess”
P.B. Shelley “Ozymandias”
Emily Dickinson, “He Fumbles at Your Soul”
W.H. Auden, “In Memory of W.B. Yeats”
Edgar Allan Poe, “The Raven”
Alfred Lord Tennyson, “Lady of Shalott”
Gwendolyn Brooks, “the mother”
T.S. Eliot, “Tradition and the Individual Talent”
A selection of haunted sonnets by William Shakespeare, Gwendolyn Brooks, Laurie Ann Guerrero
All Assigned Critical Articles will be posted to Blackboard unless otherwise noted.

Assessment:
Your final grade for this course will be determined by the following breakdown of the percentage weighting of each course component:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Close Reading Practice Posts</td>
<td>50</td>
</tr>
<tr>
<td>Hamlet Haunting</td>
<td>50</td>
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<tr>
<td>Blackboard Posts and Questions</td>
<td>50</td>
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<tr>
<td>Annotated Bibliography</td>
<td>100</td>
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<tr>
<td>Using Critics to Make an Extended Argument Paper</td>
<td>150</td>
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<tr>
<td>Form and Function Paper</td>
<td>150</td>
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<tr>
<td>Collaborative Presentation</td>
<td>100</td>
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<tr>
<td>Final Extended Argument Paper</td>
<td>200</td>
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<tr>
<td>Participation</td>
<td>150</td>
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<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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Assignments and Policies:

Close Reading Practice Posts: This semester you will practice and develop your close-reading skills by submitting 2 short responses to our course Blackboard site. These short (1 page) responses will sometimes be directed by more specific instructions (i.e. you will respond to a question or prompt that I post) and will always be submitted electronically via the Discussion Board area on our course Blackboard site. These short writes encourage you to write-to-learn and the emphasis is placed on the process of closely engaging with course readings. They will all graded on a √ (for fulfilling the expectations of the assignment), √ + (for exceeding expectations through an exceptionally thoughtful and interesting response), or a 0 (for failing to post a response or for posting a response that fails to fulfill the expectations of the assignment). If you receive a √ or √ + on both of the postings, then you will be awarded full credit for this 50 point assignment contributing to your final grade (each post is worth 25 points). Each posting assignment will specify more precisely the expectations for successful completion in that particular case. Late responses (after the due date and time but within 24 hours) will receive ½ credit. Any response posted later than 24 hours after the due time will not be read and will receive a 0.

Hamlet Haunting: Hamlet has been popping up in all sorts of places since its initial performances and publication and for this assignment you will find one particular instance of the play’s cultural haunting. You will present your findings in groups in class through the media format of your choice: you can create a youtube video with clips, a Tumbler or Pinterest page, an art piece, a podcast, etc. about the specific Hamlet afterlife that you found most interesting. You will also turn in this project to me (via Blackboard or in hard copy).

Blackboard Posts and Questions: Throughout the semester I will ask you to post discussion questions, short responses, and short 1-2 page assignments (including the Film Analysis assignment due during our Virtual Class Meeting on November 22) to Blackboard and these will add up to 50 points to your total grade.

Annotated Bibliography Assignment (3-4 pages) (Due Sunday October 2 by midnight posted on Blackboard): For this assignment, you will develop a particular research question that interests you about Virginia Woolf’s A Room of One’s Own and will research to find and read 4 relevant, scholarly articles (criteria for usable sources to be handed out and discussed in class) and write .75-1 page annotations for each source including discussion of how it would help you write about your research question. Assignment sheet with further details will be handed out, I will model an effective annotation in class, and we will workshop one of your annotations in class.

Using Critics to Make an Extended Argument Paper (4-5 pages) (Due Sunday October 24 by midnight on Blackboard): For this paper, you will write a 4-5 page argumentative essay about James Joyce’s The Dead that incorporates two of the critical essays we will read and discuss. Your essay should demonstrate your understanding of and engagement with the two critics that you read and your ability to incorporate literary criticism into your own thinking and writing about texts. An assignment sheet with more details will be handed out in class.

Form and Function Paper (8 pages): Due Sunday November 20th by Midnight. This assignment allows you to be creative and analytical at the same time. You will write two sections of this
paper: (1). a creative portion in which you will write in the style of Henry James and add a section to *The Turn of the Screw* and (2). a meta-commentary portion in which you will analyze your creative portion. You could write an extension of the ending of James’s story – an addition or an insertion – that will be 4 pages in length and will closely model James’s style, tone, themes, syntax, etc. Additionally, you will write 4 pages reflecting on your creative project – what particular techniques did you use to effectively model the sentences, ideas, expression, style, themes, etc. of your chosen author and your mimicked text? Why and how (specifically!) does your episode/addition fit in with the rest of the text you chose? You should have two titles – one for each segment of this assignment. Your meta-analysis paper should also analyze how the style and literary techniques deployed in the text relate to the meaning and themes of the text – in other words, you should discuss how the author’s use of form relates to the function of the text (and you should reflect how your own creative sample links form and function in the same ways). An assignment sheet with more details will be handed out in class.

*Final Extended Argument Paper (7-8 pages) (Due Tuesday December 6 posted to Blackboard or handed in hard copy before the beginning of our final class meeting).* This assignment will bring together all of the skills you’ve honed in the other assignments and will ask you to formulate a close-reading argument about one of our course texts and to incorporate 2-3 useful sources to enhance your argument and place it in a larger critical conversation. An assignment sheet with more details will be handed out in class.

*Collaborative Presentation:* You will work in teams to develop a multi-media presentation that speaks to what you’ve learned all semester about pursuing English as a discipline. These presentations are intended to be fun and creative and you will be given time in class to work with your group to prepare your presentation. For example, you might develop a board game or choose your own adventure story, where a young English major is faced with a daunting sonnet to interpret or historical context that they want to connect with their text. Presentations will be given in lieu of a formal final exam on Thursday December 8th during our class final exam time slot.

*Participation:* Your participation grade will be based on your active engagement with class materials, your frequent and thoughtful contributions to class discussions of all shapes and sizes, your active listening to your classmates and to me, your productive work in frequent in-class small group activities, your reflections upon and completion of the assigned reading, and your coming to class prepared (with materials, thoughts, questions, and assigned work) every day. In order to engage actively with these texts and to promote lively discussions, you will need to prepare diligently for class each day—I encourage you to thoroughly mark up your texts (write all over them, use post-it notes, keep a reading journal on a separate page if you prefer), flag key passages that interest you, jot down questions as they occur to you, and come to class ready to discuss and to contribute questions and themes, passages, and patterns that you find particularly intriguing and worth talking about.

As you will see, I keep records of participation every single class meeting so that these grades are fair and able to be documented: I keep a huge spreadsheet of each day’s grade (assessed using a 4 point grading scale from 4 (an A for outstanding, engaged, thoughtful participation) to a 0 (total non-participation)) and the semester’s participation grade is an average of all of these
daily marks (thus local highs and lows get evened out). Also, participation in this course can also extend beyond the boundaries of the classroom and efforts to engage more fully with the reading and writing in the course during office hours also contributes to good participation (I also record frequent office hours attendance and will bump up one or more of the daily marks to reflect this alternative, valuable form of engagement). I will give everyone mid-term participation grades so that you can see how you are doing in this area of the course. If you are concerned about your ability to effectively participate, please come and talk with me in office hours and we can develop strategies to improve your active participation.

You are responsible for obtaining all of the class readings for the course (including printing out any electronic resources assigned and accessible through Blackboard), for reading them carefully prior to class, and for bringing them to class with you as we will work actively with the assigned readings every single class session. If you do not bring your reading materials assigned for a given class meeting to class with you, then you will receive a zero for that day’s participation. We will work actively with the texts every single day and thus you really need to have them with you in order to actively contribute and even to keep up with our discussions.

Please turn off all cell phones before class begins. No electronic devices—including computers—are to be used during class sessions. If you have your cell phone or any other electronic device out during class, you will receive a zero for that day’s participation.

Attendance Policy and Lateness: This course will be very discussion-intensive—so if you miss a class meeting, you are missing a lot any day that you miss. But obviously I understand that life sometimes gets in the way and so you may have two absences with no penalty. For each absence after the first two, your course grade drops 1/3 of a letter grade (i.e. from B to B-). So please use those two permitted absences wisely, they are to be used for times when you absolutely cannot make it to class (illnesses, family or personal emergencies, planned trips, etc.) and not for sleeping in, work for other courses, etc. Being more than fifteen minutes late to class constitutes a full absence and each day that you are even slightly late will deduct from that day’s participation grade. Please be right on-time to class every day as we will start promptly at 7:00 pm.

Late work: Late assignments will be penalized 1/3 of a letter grade for each 24 hour period that they are late (i.e. if it was due on Wednesday at 4 pm it will be marked 1/3 grade down if it is turned in after then but before Thursday by 4 pm; if it is turned in after 4 pm on Thursday, it will be marked down an additional 1/3 of a letter grade and so on). Please make every effort to have all your assignments in on time! I do not accept papers or read drafts over email.

Academic Integrity:
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Violations of academic integrity include cheating, plagiarism (failure to acknowledge via appropriate citation the sources for written, visual, on-line, and other sorts of material), fabrication, illicit possession of examinations or examination materials, falsification, forgery, complicity, and multiple submissions (e.g., submitting the same or substantially the same paper for two or more courses without prior approval of all instructors). Any assignment
found to violate the TAMUCC guidelines for academic integrity will receive a zero grade and will be reported to the college dean and the Office of Student Affairs in accordance with university policy. Please read “Academic Integrity” guidelines carefully and ask me if you have any questions: these guidelines are posted at http://catalog.tamucc.edu/content.php?catoid=6&navoid=177#Academic_Integrity

Classroom/Professional Behavior
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

The Writing Center
You will be doing a lot of writing in this course and the TAMUCC CASA Writing Center is an excellent resource to help you. The Writing Center offers one-on-one tutoring sessions with experienced student writers to help you with a whole range of skills—getting started, building arguments, grammatical issues, organization, and many more—and I highly recommend using this resource. They offer appointments (easy to schedule with their online system) and also walk-ins during their open hours. See their website for more details: http://casa.tamucc.edu/wc.php

Disability Services:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Religious Observances:
If a class meeting conflicts with a religious holiday, please notify me within the first two weeks of the semester so that we can make alternate arrangements. In most cases, I will ask you to turn in your assignment ahead of your scheduled absence, but, in accordance with the TAMUCC policy on Religious/Academic conflicts, your absence will not affect your grade in the course.

Academic Advising:
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information, please call 361-825-3466.

**Grade Appeals Process:**
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Statement of Academic Continuity:**
In the event of an unforeseen adverse event, such as a major hurricane, if classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Dropping a Class:**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday April 8th is the last day to drop a class with an automatic grade of “W” this term.

**Reminder to English Majors:**
As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

**Communication:**
The best way to get in touch with me outside of class and office hours is by email. During the semester, I check my email regularly every weekday. I probably will not be able to respond as promptly on weekends or late at night (I will most likely not respond on the same day if you
email after 6 pm). Email is a great way to ask a question, share a comment, or make an appointment to talk in person. If you have a long, complicated question, please come visit during office hours or make an appointment so that we can talk it over in person. All conversations about grades and comments on written work should take place in person.

I will email the class if class should be cancelled due to extreme winter weather or other emergency, or if I want to circulate course information to the class so please check your own email regularly.

If you must miss a class, please do not email me asking what you missed. It is your responsibility to check in with a classmate to find out what was covered and to obtain the notes from that day. You should exchange email addresses with at least two of your classmates so that you can contact them if you have to miss class.

Name: ____________________________________________

Email: ____________________________________________

Name: ____________________________________________

Email: ____________________________________________

I reserve the right to make minor changes and to adjust this syllabus if necessary for the improvement of the course.
Weekly Schedule:

Week 1:
Th Aug 25: First Day of Class – Introductions. In-depth Syllabus Review. Emily Dickinson, “He Fumbles at Your Soul” and “It was Not Death, for I stood up” (circulated in class).

Week 2: Staging Haunting


Week 3: Ghostly Afterlives

Th Sept 8: Critical Articles and Selections from Norton Edition and Hamlet Haunting Due.

Sunday September 11: Close Reading Post #1 Due at Blackboard by Midnight

Week 4: Laying Flowers on the Tomb of Aphra Behn
Tu Sept 13: Virginia Woolf, A Room of One’s Own (Chapters 1 & 2). Annotated Bibliography Assigned.

Th Sept 15: Virginia Woolf, A Room of One’s Own (Chapters 3 & 4).

Week 5: Judith Shakespeare Will Rise Again
Tu Sept 20: Virginia Woolf, A Room of One’s Own (Chapters 5 & 6). Draft of Research Question Due in Class.

Th Sept 22: Virginia Woolf, “Modern Fiction” and “Mr. Bennett and Mrs. Brown” (Blackboard). T.S. Eliot, “Tradition and the Individual Talent” (Blackboard). In class: Model Annotation for Annotated Bibliography

Sunday September 25: Close Reading Post #2 due by Midnight

Week 6: Haunted Sonnets
Tu Sept 27: Selection of Sonnets by Shakespeare, Brooks, and Guerrero (Blackboard).


Sunday October 2: Annotated Bibliography Assignment due by Midnight

Week 7: Soul Swooning

Th Oct 6: Continue discussing James Joyce, The Dead.
Week 8: Falling Obliquely: Joyce and Exploring Methodologies
Tu Oct 11: Discussion of the essays by Margot Norris (190-205) and John Paul Riquelme (219-233) in our Bedford/St.Martin’s edition of Joyce’s *The Dead*. Sign up for Conferences.

Th Oct 13: Discuss the Critical Essay on *The Dead* posted on Blackboard and the essay by Michael Levenson (163-177 in our edition of *The Dead*).

Week 9: Haunted Long Poems


Sunday October 23: *Using Critics to Make an Extended Argument* due by Midnight on Blackboard

Week 10: Poetic Haunts and Elegies

Th Oct 27: Edgar Allan Poe, “The Raven” (Blackboard) and Dia de los Muertos activities and texts.

Week 11: Narrative Desire and Demonic Possession: Henry James’s *The Turn of the Screw*
Tu Nov 1: Discuss Prologue and Chapters 1-7 of *The Turn of the Screw*. **Form and Function Paper Assigned.**


Week 12: “Oh how delicious!”: Finishing James’s *The Turn of the Screw*
Tu Nov 8: *The Turn of the Screw*, Chapters 16-end.


Week 13: Ghibli Ghosts

Th Nov 17: **Virtual Class Meeting & Film Analysis Assignment Due.**

Sunday November 20: Form and Function Paper Due on Blackboard by Midnight

Week 14: Feasting on Haunted Visuals
Tu Nov 22: **Virtual Class Meeting & Haunted Visual Art Shares.**
Thursday November 24th No Class for Thanksgiving Holiday

Week 15: Race, Loss, and Mediating Haunted Histories in *Citizen: An American Lyric*


Week 16: Spectral Reflections
Tu Dec 6: Final Day of Class and Ghostly Reflections. **Final Extended Argument Paper due at the start of class (hardcopy or Blackboard).**

Exam Period: Thursday December 8 at 11:00 am – 1:30 pm: Collaborative Presentations and Celebration.