

**English 200, section 01 (Fall 2011):** Reading Literature (Literature and 19<sup>th</sup>-c Medicine)

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Office Hours: MWF: 8:50-9:50, Wednesday 1:30-2:30, and Tuesday and Thursday 10:50-11:50 and by appointment. If these times conflict with your other course meetings, just see me after class to set up a time that is convenient for both of us.

**Course Goals:**

All English 200 sections have the following goals for the students:

To master several basic terms of literary criticism

To read texts closely and critically

To recognize some of the conventions of different genres (poetry, fiction, and drama)

To begin to become familiar with reading literature with an awareness of historical context

To formulate and develop an interpretive argument both in writing and in classroom discussion

To become aware of some of the issues involved in the formation of a literary canon

To recognize the cultural and literary significance of historically underrepresented perspectives and traditions.

**Course Description:** As we attempt to achieve these goals, we shall begin by focusing on the novel *Frankenstein*, and certain other literary texts to which *Frankenstein* responds. For example, in this novel Mary Shelley refers to the Greek myth of Prometheus, to the biblical book of Genesis as well as to the Romantic poetry of Wordsworth and Coleridge. Furthermore, in writing this novel of the scientist and his creature, Shelley is entering several different conversations, especially conversations about nature and the human desire to control it. After establishing the various "literary conversations" in which Shelley participates, we shall then explore later 19th-century texts that continue these conversations, texts such as *Dr. Jekyll and Mr. Hyde* (1886) and *The Island of Dr. Moreau* (1896), and Shaw's play *Pygmalion* (1916). As we look at these retellings, we shall consider the ways in which each retelling both responds to and shapes its own moment in time. To enrich our reading of these literary texts, we shall also devote some time to the writings of men and women who were part of the medical/scientific community during this century such as John Keats (poet and medical student), Mary Seacole (doctress and Crimean heroine) and Florence Nightingale, Crimean heroine and founder of modern nursing.

**Required Texts:**

Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde* (Norton Critical edition)

Stevenson, *The Body-Snatcher and Other Tales*

Shelley (Mary), *Frankenstein* (Norton Critical edition)

Appelbaum, *English Romantic Poetry* (Unless specified otherwise, all poetry listed on the syllabus is to be found in Appelbaum's *English Romantic Poetry*.)

Shaw, *Pygmalion*

Wells, *The Island Dr. Moreau*

Seacole, *The Wonderful Adventures of Mrs. Seacole in Many Lands*

Doyle, *Six Great Sherlock Holmes Stories* (Dover edition)

Murfin and Ray, *The Bedford Glossary of Critical and Literary Terms*

Nightingale, *Cassandra*

Nightingale, *Notes on Nursing*

**List of Readings and Due Dates:**

**The 19<sup>th</sup>-c Scientist and His Creature: Defeating Death?**

Sept. 2: Introduction to the course: Images of Frankenstein and his creature (handout)

Sept. 5: *Frankenstein* (start with title page and read to p. 52)  
*Literary Terms*: point of view, novel, epistolary novel

- Sept. 7: *Frankenstein* (pp. 52-98).  
*Literary Terms*: Formalist Criticism, Close Reading
- Sept 9: *Frankenstein* (pp. 98-135)  
 Literary terms: foreshadowing
- Sept 12: *Frankenstein* (pp. 138-156)  
 Prometheus myth (look up on Internet)  
 Genesis, chapters 1-3 (consult on-line Bible, King James version)
- Sept. 14: *Frankenstein*  
 1830-introduction to *Frankenstein* (pp. 169-173)  
 Literary Terms: Gothic and Gothic literature
- Shelley's Response to Belief in Nature's Healing Powers**
- Sept. 16: Coleridge, "The Rime of the Ancient Mariner"  
 Genesis chapter 4: Cain and Abel  
*Literary Terms*: Rhyme, Stanza, Ballad, Literary Ballad
- Sept. 19: Coleridge, "The Rime of the Ancient Mariner"  
 Coleridge, "The Dungeon"  
**Paper # 1 Due (short essay: close reading)**
- Sept. 21: Coleridge, "Lime Tree Bower, My prison"  
 Literary terms: blank verse, iambic pentameter
- Sept. 23: Wordsworth, "Lines Composed a Few Miles above Tintern Abbey"  
 See images of the Abbey (internet)
- Sept. 26: Wordsworth, "Lines . . . Tintern Abbey" continued
- Sept 28: Wordsworth, "The World is too much with us"  
 Literary terms: sonnet (English sonnet, Italian sonnet)
- Keats and Nature: A medical student's response**
- Sept. 30: Keats, "Bright Star" (also see early draft provided in handout)  
 Keats, "When I have Fears"
- Oct. 3: Keats, "Ode to a Nightingale"  
 Literary term: Ode
- Oct. 5: Keats, "Ode to Nightingale"  
 Literary Terms: Simile, Metaphor, Symbol, Alliteration
- Oct. 7: Keats, "Autumn"
- Oct. 10: **Poetry Exam**
- The Scientist and His Creature: Part 2**
- Oct. 12: Stevenson, *Jekyll and Hyde*
- Oct. 14: Stevenson, *Jekyll and Hyde*

- Oct.17: Fall Break
- Oct. 19: Stevenson, *Jekyll and Hyde*
- Oct. 21: Wells, *The Island of Dr. Moreau*, pp. 1-50
- Oct. 24: Wells, *The Island of Dr. Moreau*, pp. 51-110
- Oct. 26: Wells, *The Island of Dr. Moreau*, pp. 111-156

**Note: By Nov. 4, you need to have viewed the movie adaptation of Shaw's Pygmalion.**

- Oct. 26: Wells, *The Island of Dr. Moreau*
- Oct. 28: Shaw, *Pygmalion*, Acts 1 and 2  
**Paper # 2 due**
- Oct. 31: Shaw, *Pygmalion*, Acts 3, 4  
Literary terms: Comedy, Romantic Comedy  
Greek myth of Pygmalion (consult on-line sources)
- Nov. 2: Shaw, *Pygmalion*,
- Nov. 4: Shaw, epilogue to *Pygmalion* (After the curtain comes down, so to speak, Shaw adds this epilogue. It is included in the Dover edition of the play. You will find it at the end of the book.  
Discussion of movie adaptation of Shaw's play

### **Nineteenth-Century Literature and the Medical Profession**

- Nov. 7: Stevenson, "The Body-Snatcher"  
The Burke and Hare Case (Check on-line sources for information.)
- Nov. 9: Doyle, "Red-Headed League"
- Nov. 11: Doyle, "Scandal in Bohemia"
- Nov. 14: Doyle, "The Final Problem"
- Nov. 16: Dr. Joseph Bell, Doyle's inspiration for Holmes (Do search for information on Bell.)
- Nov. 18: Seacole, *The Wonderful Adventures*
- Nov. 21: Seacole, *The Wonderful Adventures*  
Literary terms: autobiography, the canon
- Nov. 23: **Thanksgiving Break**
- Nov. 28: Seacole, *The Wonderful Adventures*
- Nov. 30: Seacole, *The Wonderful Adventures*  
Tennyson, "The Charge of the Light Brigade" (handout)  
**Paper # 3 Due (longer essay)**

**Plan on a time to view the two movie adaptations of *Frankenstein*. Be sure to have seen them by Dec. 12.**

- Dec. 2: Seacole, *Wonderful Adventures*
- Dec.5: Nightingale, *Cassandra*
- Dec. 7: Nightingale, *Notes on Nursing* as advice manual
- Dec. 9: Nightingale, *Notes on Nursing* as autobiography  
Longfellow, "Santa Filomena" (poem about Nightingale) (available on-line)
- Dec. 12: Discussion of movie adaptations (1931 and 1994) of *Frankenstein* (on reserve in library)
- Dec. 14: Review of literary terms
- Dec. 20: Final Exam 2:00 p.m. (Tuesday)**

Please do not ask me to make special arrangements for you to take this final exam at an alternate time. Such special arrangements are not fair to the other members of the class. I will reschedule the exam for you only if a genuine emergency occurs. If such an emergency should arise, make sure that either you or a member of your family contacts the Dean of Students Office as soon as is possible.

Course guidelines:

**Attendance:** Attendance is required. There will be a grade penalty for absences beyond three. In other words, you are allowed three unexcused absences before the grade penalty begins. Grade penalty: Your semester grade will be lowered a third of letter grade for every absence beyond three: For example, if your semester grade is a B and you have **four** unexcused absences, your semester grade will be a B-. If you have five absences, your grade will be a C+.

Here are examples of excused absences: missing class because of an illness (one verified by the health center or a doctor), missing class because of a family emergency (one verified by the Dean of Students Office). Here are examples of unexcused absences: missing class to work on your senior project or some other assignment, missing class because of oversleeping, missing class to help a friend get to the airport.

**Papers:** Your papers are due at the beginning of the class hour on the day specified. If you turn your paper in later in the day, your paper grade will be lowered a partial grade; in other words, a B will become a B-. If your paper is a day late, your grade will be lowered a full letter grade and so on. I do give extensions on due dates, but you must see me before the paper is actually due to talk about whatever problems you are having with the assignment.

**A printed copy of the paper must be submitted at the required time. In other words, electronic submissions are not acceptable.**

**Honor Code:** Read and reread the Honor Code. Pay special attention to the sections on plagiarism. Be certain you understand that paraphrases must be cited properly in the text of the paper (not just in the page of works cited). **And make certain that you understand that paraphrasing requires that you use your own words and sentence structures. Simply changing a word or two or varying the sentence structure slightly will not do. That is still plagiarism. Remember that you must also properly cite any material you get off the Internet. If you have questions, see me.**

**Graded Assignments:**

I will give more details regarding these assignments at appropriate points in the course; however here is a list with the value each has in terms of your semester grade.

Paper #1: 15%

Paper #2: 20%

Paper #3: 20%

Poetry Exam: 15%

Final Exam: 20% (There will be a short answer section that you will take during the exam period, and there will also be take-home essays due on the day of the final.)

Class participation: 10%

**Class Participation:** Average to Excellent class participation **means more than** simply coming to class, behaving properly (not sleeping and not talking to your neighbor) and looking interested. To receive an average, above average or excellent grade in participation, you must actually speak and contribute in a meaningful way to the class discussion. I should also add that I do take into account the quality of your remarks. You should also feel free to ask questions in class. Sometimes a good question also helps facilitate discussion.

Here are some guidelines to help you understand how I evaluate class participation. These are general guidelines in terms of whole letter grades. If you come to class, look interested and stay awake and act respectfully towards remarks made by others, that earns a D. If you come to class, look interested and have your prepared comments (I will sometimes assign questions for you to prepare or ask you to do some research on the Internet) ready when I call on you or invite you to raise your hand on your own, that is a C. If you come to class, look interested, have prepared comments ready and are willing to offer those comments in class, **and also volunteer on your own at least once a class** that is a B. If you do all this but also volunteer more often than once a class and have perceptive things to say, that is an A.

**Note on the calculation of grades.** I use the college system. In other words, an A is a 4.0, a B is a 3.0, a C- is a 1.7. I change the letter grades into numbers by following this system, and then I calculate according to the percentages I have indicated above. If the calculation results in a split grade, that is a 2.5 for example, to be fair to those students earning a 2.7 –2.8, I feel I need a clear reason to assign the higher grade, the B- for example and not the C+. For example, if your second and third papers were truly excellent and superior to your earlier written work, I might be able to justify the higher grade.