

Instructor: Michael Tavel Clarke
Fall 2009
TTh 12:30-1:45
Social Sciences 117
Course Web Page: <http://blackboard.ucalgary.ca>

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FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH
COURSE SYLLABUS
203.01: FOUNDATIONS: LITERARY ANALYSIS
LOVE AND ROMANCE IN LITERATURE

Course Description

It's a good bet that ideas about love and romance vary among individuals. Is it also the case that concepts of love and romance vary over time and across social groups? Could it be that what is possible, permissible, and desirable in love stories is a function of the social positions of writers and readers? What can romance stories tell us about our culture(s), including differences across cultures and the power of our social environment to shape some of our most fundamental desires and beliefs?

In this course we will review some of the models of love that have existed historically. We will be particularly concerned with contemporary notions of romantic love that sustain the romance novel, arguably the most popular form of North American literature today. Our readings will begin with a pioneering modern romance, Charlotte Brontë's *Jane Eyre*. From there we will examine stories that challenge the romance paradigm, considering how gender, class, ethnicity, and sexuality influence love stories.

This course will use assigned texts to introduce students to literary studies as an academic discipline. Through close reading, critical writing and rewriting, and thoughtful discussion about specific texts, students will develop the practical skills necessary in the discipline. Writing will be considered as both a process of discovery and as an academic practice with particular forms and conventions.

Required Texts

Charlotte Brontë, *Jane Eyre*
Kate Chopin, *The Awakening*
Abraham Cahan, "The Imported Bridegroom"
Nancy Garden, *Annie on My Mind*
Course Pack

Recommended Texts

A good dictionary and thesaurus
A good grammar manual
MLA Handbook for Writers of Research Papers, 7th Ed.

Course Requirements

Percentage of Final Grade

Essay 1 (3 pages)	25%
Essay 2 (4 pages)	30%
Essay 3 (5 pages)	35%
Reading Responses and Exercises	10%

Grading System

You must complete the three essays to qualify for a passing grade.

Grade conversions on the University of Calgary's 4-point system are as follows:

A+/A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.7	B- = 2.7	C- = 1.7	F = 0
B+ = 3.3	C+ = 2.3	D+ = 1.3	

About Reading Responses and Exercises

You will contribute to an informal online discussion of assigned readings for two of the texts of your choice. In some cases, these entries might serve as early drafts for your formal essays, but they might take other forms. More detailed instructions are available on Blackboard. Reading responses should be about 300 words in length.

You will also be assigned short exercises of various kinds during the semester. You will post some of the completed exercises to Blackboard, some will be collected in class, and some you will submit by email. More information on these assignments will be provided in class.

About Class Participation

Because this is a class that will demand considerable participation, your effort and involvement are essential to a successful learning experience (not only for you, but for your classmates). You should come to class with all necessary materials and prepared to participate actively in small- and large-group discussions, take part in workshops, offer considered responses to assigned readings, and respond respectfully and thoughtfully to other students' ideas. A good way to gauge your level of participation is to ask yourself, "How would this class function if everyone participated exactly as much as I do?" Since attendance is a necessary component of this course, more than three unexplained absences will negatively affect your final grade.

Late Papers

Essays may not be submitted late without prior permission. If a legitimate emergency (illness, death in the family, etc.) prevents you from submitting an assignment on time or getting prior permission for doing so, you may submit the paper by email on the due date and deliver an identical printed copy promptly afterward. Assignments submitted late without permission will be penalized a third of a grade for each late day (i.e., an A paper that is one day late will receive an A-, two days late a B+, and so on; weekend days and holidays are counted in this total).

Turning in Assignments

Please make all efforts to turn in assignments directly to me. If this is not possible, take your assignment to Social Sciences 1152 and put it in the drop box, where your work will be date-stamped and placed in my mailbox. Please keep a copy of your assignment in case of loss. Papers cannot be returned by staff in the department office. Papers may not be delivered by email except as noted above.

Students with Disabilities

Please contact me during my office hours and coordinate with the Disability Resource Centre (220-8237) if you have a disability that requires some modification of seating, evaluation, or other class requirements. I will be happy to make appropriate accommodations for you.

Student's Guide to the Presentation of Essays

The English Department offers useful information about expectations for student essays at the following website:

<http://www.ucalgary.ca/UofC/eduweb/grammar/guide.htm>

Academic Regulations and Schedules

Consult the calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is below.

<http://www.ucalgary.ca/pubs/calendar/2009/>

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Please read the attached statement on plagiarism and consult the website below for additional information. If you are concerned about the possibility of plagiarism in any work you do in this class, talk to me before handing it in and/or consult *The MLA Handbook*. Plagiarism is both easy to commit and easy to avoid.

<http://www.ucalgary.ca/honesty/plagiarism>

<http://www.ucalgary.ca/pubs/calendar/2009/k-2.html#>

<http://www.ucalgary.ca/~hexham/study/plag.html>

Grade Appeals

For information on the grade appeals process please consult the following University Calendar link. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/2009/i.html>

English Department Website

For more information about courses, programs, policies, events and contacts in the Department of English, please consult our website.

<http://www.english.ucalgary.ca>

**203.01: LOVE AND ROMANCE IN LITERATURE
READING SCHEDULE**

Sep. 8	Introductions	
Sep. 10	Background on Romance	Excerpt from Lawrence Stone, <i>The Family, Sex and Marriage in England 1500-1800</i> (CP—Course Pack)
Sep. 15	Background on Romance	Excerpt from Ian Watt, <i>The Rise of the Novel</i> (CP)
Sep. 17	The Traditional Romance	Charlotte Brontë, <i>Jane Eyre</i> , Preface–Chap. 3
Sep. 22	The Traditional Romance	Brontë, <i>Jane Eyre</i> , Chaps. 4–10
Sep. 24	The Traditional Romance	Brontë, <i>Jane Eyre</i> , Chaps. 11–13
Sep. 29	The Traditional Romance	Brontë, <i>Jane Eyre</i> , Chaps. 14–17
Oct. 1	The Traditional Romance	Brontë, <i>Jane Eyre</i> , Chaps. 18–20
Oct. 6	The Traditional Romance	Brontë, <i>Jane Eyre</i> , Chaps. 21–24
Oct. 8	The Traditional Romance	Brontë, <i>Jane Eyre</i> , Chaps. 25–26
Oct. 13	The Traditional Romance	Brontë, <i>Jane Eyre</i> , Chaps. 27–31 Essay 1 (Rough Draft) Due by Student Conference Date
Oct. 15	The Traditional Romance	Brontë, <i>Jane Eyre</i> , Chaps. 32–34
Oct. 20	The Traditional Romance	Brontë, <i>Jane Eyre</i> , Chaps. 35–End
Oct. 22	The Traditional Romance	Karen Rowe, “‘Fairy-born and human-bred’: Jane Eyre’s Education in Romance” (BB–Blackboard) Reading Response Due Oct. 21 (Optional)
Oct. 27	The Anti-Romance	Kate, Chopin, <i>The Awakening</i> , Chaps. 1–10 Essay 1 (Final Draft) Due
Oct. 29	The Anti-Romance	Chopin, <i>The Awakening</i> , Chaps. 11–29
Nov. 3	The Anti-Romance	Chopin, <i>The Awakening</i> , Chaps. 30–End
Nov. 5	The Anti-Romance	Cynthia Griffen Wolff, “Thanatos and Eros: Kate Chopin’s <i>The Awakening</i> ,” <i>American Quarterly</i> 25.4 (Oct. 1973): 449-71 (BB) Lawrence Thornton, “ <i>The Awakening</i> : A Political Romance,” <i>American Literature</i> 52.1 (Mar. 1980): 50-66 (BB) Reading Response Due Nov. 4 (Optional)
Nov. 10	Workshop	Essay 2 (Rough Draft) Due
Nov. 12	Reading Day	No Class
Nov. 17	Uniting Historically Divergent Notions of Love	Abraham Cahan, “The Imported Bridegroom” (Read All) Essay 2 (Final Draft) Due
Nov. 19	Uniting Historically Divergent Notions of Love	Susan Kress, “Women and Marriage in Abraham Cahan’s Fiction,” <i>Studies in American Jewish Literature</i> 3 (1983): 26-39 (BB) Reading Response Due Nov. 18 (Optional)
Nov. 24	The Homosexual Romance	Nancy Garden, <i>Annie on My Mind</i> , Chaps. 1–6
Nov. 26	The Homosexual Romance	Garden, <i>Annie on My Mind</i> , Chaps. 7–9
Dec. 1	The Homosexual Romance	Garden, <i>Annie on My Mind</i> , Chaps. 10–15
Dec. 3	The Homosexual Romance	Garden, <i>Annie on My Mind</i> , Chaps. 16–End Reading Response Due Dec. 2 (Optional)
Dec. 8	Workshop, Course Wrap-up	Essay 3 (Rough Draft) Due
Dec. 11-21	Final Exams	Essay 3 (Final Draft) Due Noon, Dec. 11