

Professor Francus
English 636: Studies in Jane Austen
Spring 2020
Tuesdays, 4:00-6:50
223 Colson Hall
Office: 227 Colson Hall
Office Hours: Tuesdays and Thursdays, 2:30-3:45 and by appointment.
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Course Description: This semester, we will focus on the most active areas in modern Austen studies: adaptation studies, fan studies, and race studies. Austen's works are the basis of over 40 film and television versions since 1995, plus thousands of fanfictions and novels. Austen inspires devotion: there are over 5,000 members of the Jane Austen Society of North America—and societies in the UK, Italy, Australia, Pakistan, and Brazil. In April 2021, the Jane Austen House Museum announced that it was adding information to reflect the Austen family ties to the slave trade—picking up on a scholarly conversation about empire and race started by Edward Said that has taken off in the past decade. Through our study, we will be working through issues of public humanities as well as the reception and evolution of literary canon.

Course Objectives:

- To discuss Jane Austen from a variety of critical and theoretical frameworks, including empire and race studies, gender studies, feminist studies, and class studies.
- To discuss the mechanisms of canon formation and the import of canonicity within literary studies.
- To discuss mechanisms of adaptation, appropriation, and allusion.
- To discuss fandom and fan culture.

Learning Outcomes:

By the end of this course, students will be able to:

- Analyze and evaluate a canonical author from a variety of critical and theoretical frameworks.
- Analyze and evaluate the mechanisms of literary influence and canonization.
- Analyze and evaluate methods of adaptation, appropriation, and allusion.
- Analyze and evaluate fan behaviors and fan cultures.

Course Texts:

Austen, Jane. *Pride and Prejudice*
Austen, Jane. *Emma*
Austen, Jane. *Mansfield Park*
Austen, Jane. *Northanger Abbey, Lady Susan, The Watsons, and Sanditon*
Austen, Jane. *Persuasion*
Chadha, Gurinder. *Bride and Prejudice*
Heckerling, Amy. *Clueless*
Maguire, Sharon. *Bridget Jones's Diary*
Su, Bernie. *The Lizzie Bennet Diaries*
Wright, Joe. *Pride and Prejudice*

Austen's novels are available at the WVU bookstore; the films are available to stream through the library course reserves; *The Lizzie Bennet Diaries* is on YouTube.

Course Schedule (which may change at the instructor's discretion):

- January 11 Introduction
- January 18 *Northanger Abbey*
Fergus, "The Professional Women Writer"
Looser, *TLS* article on Austen family and slavery
- January 25 *Pride and Prejudice*
Copeland, "Money"
Garofalo, "*Pride and Prejudice* and the Comedy of the Universal"
- February 1 *Pride and Prejudice*
Wiltshire, "Elizabeth's Memory and Mr. Darcy's Smile"
Washington, "Jane Austen's Angry Inch"
- February 8 *Pride and Prejudice* adapted **Assignment Deadline 1**
Pride and Prejudice (1995) (clips on eCampus)
Wright, *Pride and Prejudice* (2005)
Maguire, *Bridget Jones's Diary*
Looser, "Austen's First Dramatist"
- February 15 *Pride and Prejudice* adapted
Chadha, *Bride and Prejudice*
Su, *The Lizzie Bennet Diaries*
Kasbekar, "*Bride and Prejudice*: Austen Colonized? A Desi (Insider) Perspective"
- February 22 *Emma*
Harding, "Regulated Hatred"
Lee, Resituating Regulated Hatred"
- March 1 *Emma*
Wells, "The Origins of the first Austen Novel Printed in America"
Wells, "Tales of Three Copies"
- March 8 *Emma* adapted **Assignment Deadline 2**
Heckerling, *Clueless*
- March 15 Spring Break
- March 22 Austenworld
Johnson, "The Divine Miss Jane"
Luetkenhaus and Weinstein, "Fan Canon, Memes, and Mr. Darcy's Wet Shirt"
Wells, "Alberta H. Burke, Austen Omnivore"
Yaffe, "Talking Jane"
- March 29 *Mansfield Park*
Said, "Jane Austen and Empire"

Frیمان, “Jane Austen and Edward Said”

April 5	<i>Mansfield Park</i> Clark, “ <i>Mansfield Park</i> and Moral Empire”	Assignment Deadline 3
April 12	<i>Persuasion</i> Frantz, “Direct Dialogue and Education in the Proposal Scenes” Hemingway, “When a Slave Island does not mean Slavery: An Audit of Mrs. Smith’s Encumbered Funds”	
April 19	<i>Sanditon</i>	
April 26	Course Conclusions/Flex Day	
May 4		Assignment Deadline 4

Course Assignments:

In consultation with me, you will develop a series of assignments (at least three) that will allow you to engage with the course texts and issues in a variety of ways that best meet your academic needs.

Please send me your assignment proposal no later than **Sunday, January 16th** so that I can send you feedback in a timely manner. There are other possibilities in addition to those below; I am open to suggestions that we can discuss, and determine a final assignment plan. You will choose assignments that add up to 100% to determine your grade.

Some possibilities (NB: the assignment lengths and percentages of the final grade are estimates, to be discussed in conference with you):

- (a) Write a lesson plan for a text on the syllabus, with a narrative (~5-6 pages; for ~25 % of the final grade) The lesson plan should be for a specific audience, which you specify (undergraduates; graduate students; high school students; senior citizens; etc.); the lesson plan may involve more than one class session (and you determine the number of sessions, and the content of the session(s)); and the lesson plan should involve some activity or assignment to assess student engagement with the text that you have chosen. Your narrative will explain your choices, and the goals of your lesson plan.
- (b) Write a scholarly analysis of a modern adaptation of one of the course texts (~8-10 pages for ~30% of final grade). Choose a modern adaptation of one of the course texts, and provide an analysis of it based on your knowledge of the source text. You will be setting the parameters of the analysis.
- (c) Write a creative adaptation of a scene for a course text, with a narrative explaining your methodology (~5-8 pages; ~20-30% of final grade depending on complexity of adaptation). This option could involve writing a scene from a course text from the perspective of a minor character (for instance, an episode of *Mansfield Park* from Mrs. Norris’s point of view) or transposing a scene from a course text to a different time and/or place (for instance, one of Mr. and Mrs. Bennet’s arguments in *Pride and Prejudice* as a modern American couple’s

argument), or creating a mash-up in which you combine a course text with another genre (for example, a dinner from *Emma* as a board negotiation.) Choose one option, and include a narrative explaining your methodology and the goals of your adaptation.

- (d) Write an annotated bibliography for a course text (~5-6 pages; ~25% of final grade) Choose at least eight recent scholarly articles about *one* of the texts on the syllabus. (You can find recent scholarship through the library databases, such as JSTOR, Project Muse, etc.) Read and evaluate the articles. Then write brief analyses of each, in which you identify the author's argument, and evaluate the strengths and weaknesses of that argument based on your knowledge of the text.
- (e) Write a conference paper (~8-10 pages; ~35% of the final grade) A thesis-driven essay in which you make an argument about some aspect of Austen. You will set the parameters of the analysis; research will be expected, as it is for conference presentations.
- (f) Write a plan for an Austen conference (~7-8 pages; ~25-30% of final grade). Your plan should include the call for papers, the envisioned location, the schedule, the budget, the hoped-for size of the conference, etc., and a narrative explaining your choices and goals for the conference.
- (g) Write an analysis of an Austen website. (~5-6 pages; ~25% of final grade). Choose an Austen-related website (possibilities include *What Jane Saw*; the Jane Austen House Museum website; the JASNA website; Austen fanfiction websites; etc.), and evaluate the ways it represents Austen to the modern public.

Submission of Assignments:

Please submit your work via email to either one of my accounts: Marilyn.Francus@mail.wvu.edu or mfrancus@mix.wvu.edu. Please submit your work as a .doc or a .docx, so I can add comments using track changes, and email your work back to you. (Please do not submit .pdfs or .pages. Thank you). Papers should be double-spaced, in 11- or 12-point font, with one inch margins and paginated. Please do not forget to include your name.

I will acknowledge receipt of your work via email. If you do not receive an email acknowledgment from me by midnight of the due date, please repost—and forward your initial email to me again.

You may use either *The MLA Handbook* or *The Chicago Manual of Style* for formatting and documentation—but whichever one you choose, please use it consistently.

It is highly recommended that you keep a back-up of every assignment that you hand in.

Hand in your work on time. Late submissions will receive a lower grade unless the student has a viable reason (such as illness, familial emergency) for his/her lateness, **and** has notified me within 24 hours of the original due date. Your grade will be lowered a fraction for every day your work is late (ex. B to B- for one day late).

Grading Criteria:

A (90-100) – Excellent work; the assignment has been completed in a professional and timely manner. The assignment is clearly organized, has chosen compelling evidence to substantiate the analysis, and engages with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions.

B (80-89) – Good work; the assignment has been completed in a professional and timely manner. The assignment show substantial engagement with the subject at hand, but the analysis is either partially incomplete, involves weak evidence, or manifests some difficulty with organization. Written work requires substantive revisions, but few or no stylistic ones.

C (70-79) – Average work; the assignment has been completed, but not necessarily in a professional or timely manner. The assignment show effort by the student, but the analysis is incomplete, includes inappropriate evidence (or a lack of evidence), or shows significant difficulties with organization. Written work requires significant substantive or stylistic revisions.

D (60-69) - Less than average work; the assignment has not been completed in a professional or timely manner. The assignment show a lack of effort on the part of the student, and a lack of engagement. Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary.

F (<59) – Inadequate work; the assignment has not been completed. Assignments, when submitted, show a significant lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible.

COVID-19 Syllabus Statement

https://tlcommons.wvu.edu/syllabus-policies-and-statements# covid_syllabus

“WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19 pandemic or other campus-wide emergency, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements, including remote proctoring software.

In a face-to-face environment, our commitment to safety requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines set by the University at all times. While in class, students will sit in assigned seats when required and will wear PPE according to current University guidelines. Students who fail to comply may be referred to the Office of Student Conduct for sanctions.

COVID related absences fall under the University attendance policy found here: [attendance](#). As detailed in the policy, a student who becomes sick or is required to quarantine during the semester should notify the instructor. The student should then work with the instructor to develop a plan to complete the course learning outcomes while he or she is absent.”

For the WVU Attendance and Emergency Leave Policy, please see

<http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#Emergency>

The University attendance policy and emergency leave policy is long and detailed, specifying University sanctioned absences, excused absences, absences for religious reasons and for military service, absences for short term or long term leave due to health conditions. The key is, “Students who are absent from class for any reason are expected to take full responsibility for their own academic work and progress and are required to complete missed work or equivalent work, as deemed appropriate by the instructor.” It is imperative that you contact me if you find that you will be missing class for any significant length of time—that is, more than one class—and I will work with you to develop a plan to ensure that you succeed.

Attendance: Other than for the above mentioned reasons, if you are absent for more than three classes over the course of the semester, it will affect your final grade.

Mental Health Statement:

West Virginia University’s Mental Health Statement is available at

<https://tlcommons.wvu.edu/syllabus-policies-and-statements#mentalhealth-maincampus>

“Mental health concerns or stressful events can adversely affect your academic performance and social relationships. WVU offers services to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus at the Carruth Center for Psychological and Psychiatric Services (CCPPS) website: <https://carruth.wvu.edu/>

If you are in need of crisis services, call the CCPPS main number 24/7: (304) 293-4431.

Crisis services are also available through text: Text WVU to 741741 for support 24/7 from a trained Crisis Counselor.”

Any student who faces challenges securing their food, housing, mental health, or other elements of wellbeing, and believes these situations may affect their performance in the course is urged to contact the [Student Advocacy Center](#) for support. Furthermore, if you are comfortable in doing so, please notify me so I can assist you. Your reaching out will enable me to provide any resources that I may possess and to try and connect you to others who can help, too.

Inclusivity Statement:

West Virginia University’s Inclusive Statement is available at

<https://tlcommons.wvu.edu/syllabus-policies-and-statements#inclusivity>

“The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with [the Office of Accessibility Services](#). (<https://accessibilityservices.wvu.edu/>)

More information is available at the [Division of Diversity, Equity, and Inclusion](#) (<https://diversity.wvu.edu/>) as well. [adopted 2-11-2013]”

Academic Dishonesty Statement:

West Virginia University's definition of academic dishonesty is available at

<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicdishonestytext>

☐ Plagiarism means the theft or unauthorized use of work, typically created by another. It includes but is not limited to:

1. the use of another's words, ideas, or media – whether published or unpublished, partial or complete, by paraphrase or direct quotation – without complete and accurate acknowledgement;
2. the unacknowledged use of materials prepared by another individual, including an individual engaged in the selling of term papers or other academic materials; or
3. repeated submission of one's own work, specifically submission of the same material in multiple courses or iterations of a course, without the instructor's express permission.

☐ Cheating means reliance on unauthorized resources, in connection with examinations or academic assignments. It includes but is not limited to:

1. collaboration with peers beyond that authorized by the instructor in the completion of an examination or academic assignment;
2. cheating on an examination or academic assignment, by either (i) utilizing unauthorized physical or technological resources (e.g., cheat sheets, online resources), or (ii) receiving unauthorized personal assistance (e.g., copying from another student); or
3. the acquisition or use, without permission, of examinations or other academic material belonging to a member of the University faculty or staff.

☐ Fabrication or Falsification means acts of misrepresentation, forgery, or fraud as they relate to academic or educational matters. It includes but is not limited to:

1. fabricating or falsifying citations, data, or other records;
2. wrongfully fabricating or falsifying attendance or participation records for a University course or in an experiential or clinical setting;
3. wrongfully fabricating or altering an educational record (e.g., admission, grade, or attendance record) after it has been created;
4. use of University documents or instruments of identification for fraudulent purposes (e.g., impersonation of another student); or
5. knowingly furnishing false statements in any University academic proceeding.

☐ Other Prohibited Academic Conduct means:

1. engaging in behavior specifically prohibited by a faculty member in the course syllabus; or
2. violating other departmental, college, or university academic standards, and/or legal or professional standards.

☐ Facilitation means:

1. providing unauthorized materials or personal assistance to another student when such assistance allows them to commit academic dishonesty; or
2. compelling someone else to commit academic dishonesty on one's behalf.

Student Evaluation of Instruction Statement:

West Virginia University's Student Evaluation of Instruction Statement is available at

<https://tlcommons.wvu.edu/syllabus-policies-and-statements#studenteval>

“Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will be provided by your instructor. [adopted 4-14-2008]”

Sexual Misconduct Statement:

West Virginia University's Sexual Misconduct Statement is available at

<https://tlcommons.wvu.edu/syllabus-policies-and-statements#sexualmisconduct>

“West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [[BOG Rule 1.6](#)]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the [Title IX Coordinator](#).

If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the [Carruth Center](#), 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the [Rape and Domestic Violence Information Center](#) (RDVIC), 304- 292-5100 or 304-292-4431 (24-hour hotline).

For more information, please consult [WVU's Title IX Office](#) (<https://titleix.wvu.edu/resources-offices>).”

Adverse Weather Statement:

West Virginia University's Adverse Weather Commitment is available at

<https://tlcommons.wvu.edu/syllabus-policies-and-statements#weather>

“In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact your instructor as soon as possible. Similarly, if your instructor(s) are unable to reach the class location, they will notify you of any cancellation or change as soon as possible, using agreed upon methods to prevent students from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, instructors will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments. [adopted 9-8-2014]”