

Professor Francus  
English 387: *Jane Austen and Popular Culture*  
Fall 2021  
Tuesdays and Thursdays, 1:00-2:15  
Office: 227 Colson Hall  
Office Hours: Tuesdays and Thursdays, 2:30-3:45, and by appointment.  
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### Course Description:

In *Jane Austen and Popular Culture*, students will focus on three of Austen's novels—*Lady Susan*, *Pride and Prejudice*, and *Emma*—and the many manifestations of these works in contemporary culture. Students will study the relationship between the traditional canon and popular culture, gender codes of the past and present, and methods of adaptation and cultural circulation.

### Course Objectives:

- To introduce students to popular culture studies in light of the traditional canon.
- To evaluate gender studies across time and cultures.
- To introduce students to literary research methods.
- To practice in critical thinking and writing about literature, with an emphasis on multiple interpretations and theories.
- To provide practice in academic writing, with an emphasis on writing as an intellectual process, and the integration of research into writing

### Expected Learning Outcomes:

At the end of this course, students should be able to:

- Identify and analyze the methods of literary and cultural appropriation and cultural circulation.
- Analyze representations of gender in different times and cultures.
- Develop a thesis about a literary or cultural text, and support that thesis with evidence.
- Engage in primary research on literary and cultural topics.
- Draft, edit, and write an extended analysis of a literary or cultural text.
- Analyze scholarship, and integrate research into writing, according to the conventions of academic discourse.
- Recognize and develop multiple analyses for a single literary or cultural text.

English 387 fulfills the gender/multicultural/transnational requirement for the English major, elective requirements for the English major and minor, the Women's and Gender Studies major and minor.

Please note: English 101 and English 102 (or equivalents) are not prerequisites for English 387, but they will enable your success in this course.

## Course Texts:

Austen, Jane. *Pride and Prejudice* (Oxford edition)  
 Austen, Jane. *Lady Susan/the Watsons/ Sanditon* (Penguin edition)  
 Austen, Jane. *Emma* (Oxford edition)  
 Baker, Jo. *Longbourn*  
 Fielding, Helen. *Bridget Jones's Diary*

## Course Films:

Chadha, Gurinder. *Bride and Prejudice*  
 De Wilde, Autumn. *Emma*  
 Heckerling, Amy. *Clueless*  
 Steers, Burr. *Pride, Prejudice, and Zombies*  
 Stillman, Whit. *Love and Friendship*  
 Wright, Joe. *Pride and Prejudice*

Course films available on library reserve; *The Lizzie Bennet Diaries* is available on YouTube.

<b>Date</b>	<b>Topic</b>	<b>Work due for Class</b>
Tuesday, January 11	Course Introduction	
Thursday, January 13	The epistolary novel and narrative conventions	<i>Lady Susan</i> , pp. 4-30 (Letters 1-17)
Tuesday, January 18	Reading film The historical film adaptation	<i>Lady Susan</i> , pp, 30-68 (letter 18 to Conclusion)  <i>Stillman, Love and Friendship</i>
Thursday, January 20	Family dynamics	<i>Pride and Prejudice</i>  Edward Copeland, "Money"
Tuesday, January 25	Courtship culture	<i>Pride and Prejudice</i>  <b>Book Review Analysis Due</b>
Thursday, January 27	Letter Exercise	<i>Pride and Prejudice</i>
Tuesday, February 1	Class dynamics	<i>Pride and Prejudice</i>
Thursday, February 3	Reading scholarship	Wiltshire, "Elizabeth's Memory and Mr. Darcy's Smile"  <b>Austen Website Analysis Due</b>
Tuesday, February 8	The mash-up adaptation	Steers, <i>Pride, Prejudice and Zombies</i>
Thursday, February 10	The altered-pointed of view adaptation Class Relations	Baker, <i>Longbourn</i>

<b>Date</b>	<b>Topic</b>	<b>Work Due for Class</b>
Tuesday February 15	Perspective Exercise	Baker, <i>Longbourn</i>  <b>Scholarship Essay Due</b>
Thursday, February 17	England and international relations	Baker, <i>Longbourn</i>
Tuesday February 22	Re-thinking closure	Baker, <i>Longbourn</i>  <b>Perspective Analysis Due</b>
Thursday February 24	Modern family expectations	Fielding, <i>Bridget Jones's Diary</i>
Tuesday, March 1	Peer review of research proposals	Bring draft of research proposal to class
Thursday March 3	Modern gender expectations  Transposition exercise	Fielding, <i>Bridget Jones's Diary</i>  <b>Proposal for Research Paper Due</b>
Tuesday March 8	Modern courtship culture	Fielding, <i>Bridget Jones's Diary</i>
Thursday March 10	The cross-cultural adaptation	Chadha, <i>Bride and Prejudice</i>  <b>Transposition Analysis Due</b> <b>Film Scene Analysis Due</b>
Tuesday - Thursday March 15 – March 17	Spring Break	
Tuesday March 22	The transmedia adaptation	Su, <i>The Lizzie Bennet Diaries</i>
Thursday March 24	In-class writing workshop	Bring essay draft to class
Tuesday March 29	The unlikeable heroine	<i>Emma</i>
Thursday March 31	Class Cancelled	
Tuesday April 5	Class relations, again	<i>Emma</i>  <b>Draft of Final Paper Due</b>
Thursday April 7	Community relations	<i>Emma</i>
Tuesday April 12	Detective fiction	<i>Emma</i>
Thursday April 14		<b>In-Class Writing Workshop</b>
Tuesday, April 19	The non-courtship narrative	<i>Emma</i>

Date	Topic	Work Due for Class
Thursday, April 21	Rethinking historical adaptation	De Wilde, <i>Emma</i>
Tuesday, April 26	The classic	Heckerling, <i>Clueless</i>
Thursday April 28	Course conclusions	<b>Final Paper Due</b>

The course schedule may change at the instructor's discretion.

### Course Assignments:

All students must complete the Scholarship Analysis Essay and the Research Essay and its related components (the research proposal and the research draft).

Scholarship Analysis Essay (~4 pages)  
 Research Proposal (required, not graded; ~1-2 pages)  
 Research Draft (required, not graded; ~4-5 pages)  
 Research Essay (~10 pages)

You have the option to choose up to three of the following essays in addition to the Scholarship Analysis Essay and the Research Essay (with its component parts):

- 19<sup>th</sup>-century book review analysis of Austen (~3-4 pages)
- In-depth analysis of a scene from an Austen film adaptation (~4 pages)
- An analysis of an Austen website (~4 pages)
- A re-envisioning of a scene from Austen from a minor character's point of view, with a narrative explaining your choices (~4-5 pages)
- A transposition of a scene from Austen to a different place and/or time, with a narrative explaining your choices (~4-5 pages)

### Grading Alternatives:

Scholarship Analysis Essay (35%) + Research Essay (with components) (65%)  
 Scholarship Analysis Essay (30%) + Research Essay (with components) (55%) + one essay (15%)  
 Scholarship Analysis Essay (25%) + Research Essay (with components) (45%) + two essays (30%; 15% each)  
 Scholarship Analysis Essay (20%) + Research Essay (with components) (35%) + three essays (45%; 15% each)

**Scholarship Analysis.** For this assignment, you will write a short essay (~4 pages) in which you analyze a recent scholarly article on *Pride and Prejudice*. I will provide a list of scholarly articles for you on the assignment. You will be expected to develop a thesis about the article, and support your thesis with evidence. The goals of this assignment are: to introduce you to the conventions of published scholarship; to provide tools to assess scholarship; and to provide practice in the analysis of academic articles.

**Research Essay.** In your final assignment, you will write an extended essay (~10 pages) in which you analyze Jane Austen in contemporary culture. You may choose to focus on sequels to Austen’s novels, modern versions of Austen’s novels, Austen in film, Austen fan fiction, Austen products, etc. You will be expected to develop a thesis, and support your thesis with evidence, and engage in primary research. You will be asked to submit a proposal, a draft of your research paper and a final research paper. If you do not submit a proposal or draft, your grade on the final assignment will suffer, because you will not receive the feedback that you need to help you. The goals of this assignment include providing practice in choosing a topic (and setting parameters of analysis), thinking critically and analytically about popular culture; integrating research into your writing, and practicing writing skills according to the conventions of academic writing.

**Book Review Analysis.** In this (~3 page) assignment, you will be asked to read a 19<sup>th</sup>-century review of an Austen novel, and develop a thesis about the review and/or the state of book reviewing in Austen’s time. The goals of this exercise are to help you learn to evaluate mechanisms of cultural assessment, some experience with archival materials, and give you practice engaging in and evaluating critical thinking and writing.

**Film Scene Analysis.** In this assignment, you will write a short essay (~4 pages) in which you analyze a scene from one of the recent film adaptations of Austen’s novels. You will be expected to develop a thesis about the scene, and support your thesis with evidence. (Note: please do not summarize the scene in your essay). The goals of this assignment are to provide practice in choosing a topic (and setting parameters of analysis), in working with adaptations and film as cultural media and manifestations of cultural appropriation, and further practice critical thinking and writing skills according to the conventions of academic writing.

**Austen Website Analysis.** In this assignment, you will write a short essay (~4 pages) in which you analyze a website related to Austen culture. You will be expected to develop a thesis about the website, and support your thesis with evidence. (Note: please do not describe the website in your essay). The goals of this assignment are to provide practice in analyzing modern media as manifestations of popular culture and fan culture, to analyze the ways that modern media promotes Austen, and to practice critical thinking and writing skills according to the conventions of academic writing.

**Perspective Analysis.** In this assignment (~4 pages), you will rewrite a scene from *Pride and Prejudice* from an alternate character’s point of view. You will then include a reflection statement about your re-envisioned scene, explaining your choice of scene, your choice of character, and the ways that your re-envisioned scene illuminates the text. The goals of this assignment are to provide practice in choosing a topic (and setting parameters of analysis); to provide practice in one of the major methodologies of adaptation—changing point of view; to analyze the methodology to develop greater understanding of adaptation; and to analyze the effects of adaptation on the source text.

**Transposition Analysis.** In this assignment (~ 4 pages), you will rewrite a scene from *Pride and Prejudice* by transposing to a different time and/or place. You will then include a reflection statement about your re-envisioned scene, explaining your choice of scene, and the ways that your re-envisioned scene illuminates the text. The goals of this assignment are to provide practice in choosing a topic (and setting parameters of analysis); to provide practice in one of the major methodologies of adaptation: transposition; to analyze the methodology to develop greater understanding of adaptation; and to analyze the effects of adaptation on the source text.

**Note:** You may not choose the same subject for your one of your 15% papers and your final paper.

### **Submission of Student Work:**

1. Your work is to be submitted on the day it is due. 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.
2. 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.
3. Please keep a copy of every assignment that you submit.
4. Late submissions will receive a lower grade unless the student has a viable reason (such as illness, familial emergency) for his/her lateness and notifies me in advance. Your grade will be lowered a fraction for every day your work is late (ex. B to B- for one day late) unless you have a viable reason.
5. Do not summarize the plot of a work or rephrase your class notes in your assignments. They require knowledge of the course texts; clear, careful thinking; and writing.
6. If your software includes spellcheck and grammar check functions, please use them. Please use the Editing Guidelines and the Stylesheet on the course eCampus site; I have also included a link to Purdue's Online Writing Lab as a reference. Please keep in mind that in addition to yours truly, there are resources at the University to help with your writing, including the Writing Studio in Colson Hall.

### **Grading Criteria:**

A (90-100) – Excellent work; the assignment has been completed in a professional and timely manner. The assignment has a clear, relevant thesis and organization, chooses 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 has a viable thesis and shows substantial engagement with the subject at hand, but the analysis is partially incomplete, involves some evidence that is not convincing, or manifests some difficulty with organization. Written work requires some 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 shows effort by the student, but the analysis is incomplete, and 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 shows a lack of effort on the part of the student, and a lack of engagement with the assignment. Written work lacks analysis, evidence, or organization; extensive substantive and stylistic revisions are needed.

F (<59) – Inadequate work; the assignment has not been completed. Work, when submitted, shows 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.

**Note:**

Class participation will be taken into consideration for students with borderline grades. If a student's final grade falls between a B and a B+, and the student has been an active, insightful class participant, the student will receive a B+ for the course. Class participation includes (but is not limited to): speaking in class; if we go online, using the chat board for comments during class; sending me emails with questions and/or with information that I can share with the class that adds to our study. This policy only holds for final grade calculations, and only raises the student's borderline grade to the next immediate grade level (so a B will not be raised to an A- or an A based on class participation).

**Class Etiquette:**

1. Please come to class on time; I will take attendance at the beginning of class. Please do not leave in the middle of class; it is distracting and disrespectful. Please do not schedule appointments (medical, advising, etc.) during class time.
2. University policy requires that you wear personal protective equipment (PPE) in class.
3. You will be expected to sit in the seat that you chose on the first day.
4. Please turn off cell phones and other electronic devices during class, unless I request that you use them.
5. You will be expected to complete the reading before coming to class, and to bring the relevant text to class, since we will often be analyzing texts in detail in class.
6. If you send me an e-mail, I will respond within 24 or 48 hours. If I have not responded in that time, then I have not received your posting. Please e-mail me again. If I cannot respond to email, I will let the class know in advance.
7. Please check your email regularly—not only for course correspondence, but University announcements. If I send you an email, please acknowledge my email in a timely fashion.
8. Please do not send an email in ALL CAPS, because it reads like you are shouting. Thank you.

**Assistance**

Should you need assistance during a time of difficulty or crisis, please contact the Office of Student Life in E. Moore Hall, 304-293-5811.

The Carruth Center: Email: [WVUCCCPS@mail.wvu.edu](mailto:WVUCCCPS@mail.wvu.edu) Phone: 304-293-4431  
Crisis Text Line: 741741

Tutoring Services: website: <https://studentsuccess.wvu.edu/services/tutoring-centers>

Tech Support: Email: [ITShelp@mail.wvu.edu](mailto:ITShelp@mail.wvu.edu) Phone: 304-293-4444

The Student Advocacy Center: 304-293-5555

## COVID-19 Syllabus Statement

[https://tlcommons.wvu.edu/syllabus-policies-and-statements#covid\\_syllabus](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 four 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.

### **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]”

### **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/). (<https://accessibilityservices.wvu.edu/>)

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

### **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) (<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]”