What happens when you take the dark, forbidding spaces and topics of the Gothic and merge them with the intellectual and ethical project of postcolonial studies? This course is an attempt to answer that question, to explore the intersections between one of the most popular genres in literature with an important creative and critical intervention within English literature that challenged and remapped the canon and forged new and urgent critical pathways.

We will start by considering how Dracula links traditional Gothic with the postcolonial Gothic, anticipating some of the concerns and anxieties that would persist with later texts. Wide Sargasso Sea rewrites the Gothic tale Jane Eyre from the perspective of the "madwoman" Bertha Rochester; Plains of Promise explores the colonial trauma visited upon the Aboriginals of Australia; The Icarus Girl gives an African spin to the Gothic doppelganger; the full horrors of the Gothic and the postcolonial play out on a Caribbean island in Cereus Blooms at night; and a strange cast of characters contends with the powerful winds of change in the early years of apartheid and democratic rule in South Africa.
SNORKELING - You’re familiar with world literature – you’ve taken a world lit survey course – and you’re ready to take your knowledge into deeper waters. You want to look below the surface. Snorkelers understand that the interplay between literature and history, is often key to unlocking meaning. They are keen to explore the ways texts “talk” to each other. They are equipped to look extensively at a text and from multiple angles, both in classroom discussion as well as in their writing.

SCUBA DIVING - You are very comfortable with “the deeps” of literary analysis, from close reading to literary theory, and you are well acquainted with the rigorous reading and writing loads that such courses demand. You actively seek out extra readings and information, and prefer writing assignments that challenge your skill sets. Scuba Divers are driven by curiosity and are passionate about taking their writing well beyond the shallows.

HOW TO TAKE THIS COURSE

In her excellent syllabus for her US History Survey II course at Worcester University, Dr. Tona Hangen encourages her students to think of her course as the ocean and “to go as deep” as they dare. Using her concept – with some adjustments for our course - I extend the same invitation to you.

WADING - This is your first - and may be your only – world literature course at either the undergraduate or graduate level, so you are starting the class "in the shallows," and need a bit more context, especially regarding postcolonial literature and theory. Waders may also have specific writing skills that they wish to strengthen, particularly ones facilitating deeper analysis of a text.
COURSE POLICIES

ATTENDANCE  As this is both a graduate class, and one that meets only once a week, your attendance at every class meeting is both expected and required. Should serious circumstances prevent you from coming to class, you are expected to contact me promptly so that we can setup alternate plans or accommodations.

LATE WORK  I allow one “get out jail free” for late work, which means you can turn in a paper up to three days late without penalty. No papers will be accepted after four days.

PLAGIARISM  In all of my courses, I expect work that represents original work and the correct use of sources. If at any time you are unsure about how to cite a source or how to incorporate work into your writing, please see me for help. If you do engage in plagiarism that is in violation of the university's Academic Integrity Policy, you will receive a zero for the assignment and be reported to the appropriate Academic Dean. A second offense is an automatic failing grade for the course, and you will again be reported to your Academic Dean.

To see the university’s policy, go to http://www.sfasu.edu/policies/academic_integrity.asp.

DISABILITY SERVICES  To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services(ODS) at 468-3004 / 468-1004 (TDD) as early as possible in the semester to receive accommodations in a timely fashion.

MASKS / SOCIAL DISTANCING  Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

Required Texts

Grading Scale

An “A” paper is an exceptional paper that meets all of the requirements of the assignment as outlined by the assignment guidelines. Such a paper has a clearly stated and critically sophisticated thesis statement; supporting paragraphs are thoughtful and well-supported; transitions between paragraphs and ideas are smooth; a formal introduction and conclusion are provided and both paragraphs meet the expectations of introductions and conclusions as outlined by the instructor; and there are few to no grammatical errors.

A “B+” paper is a superior paper that meets all of the requirements of the assignment; thesis statement is clear but lacks some of the critical sophistication of an “A” thesis statement; paragraphs are nicely developed and supported; transitions between paragraphs and ideas are generally smooth; the introduction and conclusion are for the most part formally constructed and follow most of the guidelines for introductions and conclusions as explained by the instructor; and has a few grammatical errors.

A “B” paper is a strong paper that meets most to all of the requirements of the assignment; the thesis statement is identifiable but lacks the level of clarity and sophistication found in “A” and “B+” papers; paragraphs show attention to development, but not as consistently or as rigorously as “A” or “B+” papers; smooth transitions between paragraphs and ideas are present in places, but not consistent; the introduction and conclusion lack some of the necessary formality and components as stipulated by the instructor; there are several grammatical errors.

A “C+” is a good paper that meets a large number of the requirements of the assignment; the thesis is identifiable, but may be awkwardly constructed and is somewhat lacking in critical depth; paragraphs are fairly developed, but could use more support and development; transitions are abrupt or in some places non-existent; the introduction and conclusion are too informal and are lacking in some of the components outlined by the instructor; and there are several grammatical errors.

A “C” paper is an average paper that meets most of the requirements of the assignment; the thesis is identifiable, but its claim is vague, observational, or underdeveloped and is too informal in its construction and critical thinking; paragraphs show some development, but not as much as a “C+” paper; transitions are hard to find between paragraphs and ideas; the introduction and conclusion are too informal and have few of the components outlined by the instructor; and there are many grammatical errors.

A “D+” is a mediocre paper meets only one or two of the requirements of the assignment; there is no discernible thesis statement; the paragraphs lack structure and critical development; transitions are absent; the introduction and conclusion are awkwardly constructed and do not provide adequate set-up or closure to the paper; and there are many grammatical errors.
Grading Scale

A “D” paper is a poor paper that does not meet the requirements of the assignment; the thesis statement is not identifiable; supporting paragraphs are underdeveloped and unfocused; there are no transitions to move from idea to idea or paragraph to paragraph; the introduction and conclusion are hard to follow, have no clear purpose or direction, and do not meet any of the expectations as outlined by the instructor; and the paper has many errors on each page.

An “F” paper does not meet any of the requirements as a whole or those for the introduction and conclusion; the paper has no discernible main idea; paragraphs are short and underdeveloped; the paper does not meet the minimum page length; the paper lacks focus; and there are grammatical errors throughout the entire paper.

COURSE REQUIREMENTS

70% Norton Critical Edition Project: Students will select Cereus Blooms at Night, Plains of Promise, The Icarus Girl, or Triomf, and through a series of assignments, put together a project that mimics the Norton Critical Edition: the Selected Bibliography (10%); the Evolution of the Scholarship Essay (15%); the Preface/Introduction (10%); a collection of Reviews of the text and a Proposal for your own Scholarly Contribution (10%); and the Scholarly Contribution (25%), a 10-12 page essay of original scholarship on the text you have selected for the project.

30% Reading Journals: Students will write a total of eight guided reading journal entries on the featured literature and criticism. Each entry should be between 400-500 words in length.
Assignment Deadlines

READING JOURNALS
Entry #1 DUE 9/2
Entry #2 DUE 9/9
Entry #3 DUE 9/16
Entry #4 DUE 9/30
Entry #5 DUE 10/7
Entry #6 DUE 10/14
Entry #7 DUE 10/28
Entry #8 DUE 11/11

Primary Bibliography
DUE 9/9

Evolution of the Scholarship DUE 9/30

Article Annotation and Reference Analysis DUE 10/7

Preface DUE 10/14

Reviews and Proposal
DUE 10/21

Scholarly Contribution & Revised Project DUE 12/9

READING SCHEDULE

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<thead>
<tr>
<th>Week</th>
<th>Due Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>W1</td>
<td>8/26</td>
<td>Introduction to Course &amp; discuss articles on the Gothic</td>
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<tr>
<td>W2</td>
<td>9/2</td>
<td>Discuss Dracula, chpts. 1-15</td>
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<tr>
<td>W3</td>
<td>9/9</td>
<td>Finish Dracula and discuss selected articles</td>
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<tr>
<td>W4</td>
<td>9/16</td>
<td>Discuss Wide Sargasso Sea</td>
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<tr>
<td>W5</td>
<td>9/23</td>
<td>Discuss Wide Sargasso Sea articles; workshop Evolution of the Scholarship drafts</td>
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<tr>
<td>W6</td>
<td>9/30</td>
<td>Discuss Cereus Blooms at Night, pts. 1 &amp; 2</td>
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<tr>
<td>W7</td>
<td>10/7</td>
<td>Finish Cereus Blooms at Night and discuss selected articles</td>
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<tr>
<td>W8</td>
<td>10/14</td>
<td>Discuss Plains of Promise, pt. 1</td>
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<td>W9</td>
<td>10/21</td>
<td>Finish Plains of Promise and discuss selected articles</td>
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<td>W10</td>
<td>10/28</td>
<td>Discuss Triomf, chpts. 1-9</td>
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<td>W11</td>
<td>11/4</td>
<td>Discuss Triomf, chpts. 10-17</td>
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<td>W12</td>
<td>11/11</td>
<td>Finish Triomf and discuss selected articles</td>
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<td>W13</td>
<td>11/18</td>
<td>Discuss The Icarus Girl, chpts. 1-11</td>
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<td>W14</td>
<td>11/25</td>
<td>NO CLASS - THANKSGIVING HOLIDAY</td>
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<tr>
<td>W15</td>
<td>12/2</td>
<td>Finish The Icarus Girl and discuss selected articles</td>
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