

**ADELPHI UNIVERSITY  
DEPARTMENT OF ENGLISH  
SPRING 2019**

Literary Cities (122-252-001)  
Tuesday/Thursday 4:30-5:45pm

Credits: 3  
Location: TBA

**Course Description:**

Bulletin Description: Students will be immersed in an international, student-centered experience that theorizes the way in which literature reflects the urban experience. The student will read the literature of a given city, in the city itself, integrating class time with fieldwork that demonstrates how the city shapes the artists who occupy it.

**Actual Course Description:**

After six weeks of coursework in Manhattan, exploring the way in which gothic literature exploits its settings and environments as a means of generating horror, as well thinking the literature situated in, and born out of, the English cities of York and London, we will spend our Spring Break in England, exploring the gothic elements of these two cities and the historical traditions that gave birth to nineteenth-century gothic.

**General Education Distribution and Learning Goals:**

This course fulfills the Humanities distribution requirement for General Education.

This course fulfills the global citizenship learning goal. Through examination of work about the migrant and emigrant experience, students will become aware of the responsibilities to community shared by all humans, regardless of geographical location or language of origin. Additionally, this course seeks to enhance students' abilities in communication, both written and oral, and critical and integrative thinking. In exams, written work, classroom discussions, and oral presentations, students will demonstrate their knowledge of assigned texts, their historical contexts, and their stylistic features. Students will develop their own ideas when writing about the primary texts and make convincing arguments, using textual evidence, both primary and secondary, for those ideas. Students will learn correct citation techniques and employ them for the texts covered in the course, and will produce properly formatted and cited essays.

**Students with Disabilities:**

If you have a disability that may impact your ability to carry out assigned course work, and are not enrolled in the Learning Disabilities Program, it is important that you contact the staff in the Student Access Office (SAO), located on the first floor of Post Hall, (516) 877-3806, or

SAO@adelphi.edu. SAO will review your concerns and determine, with you, appropriate and necessary accommodations. All information and documentation of disability is confidential.

### **Required Texts:**

Ackroyd, Peter. *Hawksmoor*. New York and London: Hamish Hamilton, 2010. ISBN: 978-0141042015  
Bronte, Emily. *Wuthering Heights*. New York: Vintage, 2009. ISBN: 978-0307455185  
Burke, Edmund. Excerpts from *Enquiry into the Origins of our Ideas of the Sublime and Beautiful* (moodle)  
McEvoy, Emma and Catherine Spooner. “Gothic Locations” and “Gothic Cities” (moodle)  
Wasson, Sara. “Gothic Cities and Suburbs, 1880-Present” (moodle)  
Freud, Sigmund. “The Uncanny” (moodle)  
Hoffman, E.T.A. “The Sandman” (moodle)  
Hogg, James. *The Private Memoirs of a Justified Sinner*. Oxford and New York: Oxford University Press, 2010. ISBN: 978-0199217953  
Poe, Edgar Allan. “The Fall of the House of Usher” (moodle)  
Stoker, Bram. *Dracula*

### **Grading Criteria:**

Introductory Presentation: 15%

Each student will prepare a brief introductory oral presentation on a given author, topic, or cultural institution, to be presented during our time in New York. We will agree on topics in the first week of class. You will be assessed based on the organization of your presentation, as well as its clarity and coherence; you will also be assessed on how well you reflect and advance the ideas discussed and debated in class.

One oral presentation in Dublin: 15%

Each student will prepare a ten-minute oral presentation to be given on site in Dublin, in advance of one of our trips. The presentation will give a brief historical contextualization of the site to be visited, an analysis of how the trip might reflect the themes of the assigned text, and will create a list of relevant notes of interest to guide the other students during our trip. Students will be assessed based on the organization of the presentation, as well as its clarity and coherence; you will also be assessed on how well you reflect and advance the ideas discussed and debated in class.

Final Project: 30%

Each student will submit a 10 – 15 page research paper upon return, structured around one module that historicizes the literature studied within part of a larger cultural tradition, based on your experience of Dublin. Your assessment will be linked to your use of the various texts – literary, critical and theoretical – in advancing a clear and original thesis that genuinely engages

with the ethical and intellectual implications of the subject. You will be assessed on how well you use the literature to advance specific and important claims about the implications of the readings and trips under discussion. You are expected to bring in specific moments from the text and to point to particular textual details in advancing a coherent and cohesive argument about the subject matter. You will also be assessed based on the effectiveness of your critical writing and the organization of your essay.

**Blog Posts:** 30%

You will write **two** 800-word blog posts that contribute to the class online journal, summarizing the salient points of a particular trip and connecting the experience to the class readings. One of these blog posts will be based in NYC, and one in Dublin. Each blog post is worth 15%. Your assessment will be linked to your use of the various texts – literary, critical and theoretical – in advancing a clear and original thesis that genuinely engages with the ethical and intellectual implications of the subject. You will be assessed on how well you use the literature to advance specific and important claims about the implications of the readings and trips under discussion. You are expected to bring in specific moments from the text and to point to particular textual details in advancing a coherent and cohesive argument about the subject matter. You will also be assessed based on the effectiveness of your critical writing and the organization of your post.

Our blog can be found at: <https://adelphiliterarycities.wordpress.com>

**Final Oral Presentation:** 10%

Each student will prepare a ten-minute oral presentation for the post-trip seminar meeting on their chosen research topic, sharing their research with the rest of the class. You will be assessed on the organization of your presentation, as well as its clarity and coherence; in addition, you will be assessed based on how well you reflect and advance the ideas discussed and debated throughout the semester.

**Class participation (discussion):**

You are required to attend every class. If you receive two unexcused absences, you will fail this course. You may receive an excused absence for two things: religious holidays (for which you will notify me in writing a week in advance) and serious illness (which must also be accompanied by a doctor's note). You will not receive excused absences for dentist's appointments, physical therapy or other things that you could schedule for non-class time.

Participation, for us, means attendance in both body and spirit. Joining in the discussions is evidence of presence, as is due attention to your peers' ideas and questions. A conversation is equal parts listening and speaking – please strive to do both.

**Plagiarism:**

You will receive an F (zero) on any paper that you turn in that is plagiarized in any way. Plagiarism is literary theft, using someone else's words and/or ideas as if they were your own. Plagiarism includes any form of not documenting your sources properly, which includes but is not limited to: a) "forgetting" to add your bibliography; b) "forgetting" to properly quote any outside source which you have consulted; etc. Make sure that you consult us or a reputable reference manual if you have questions about what constitutes plagiarism. If you have willfully plagiarized--for example, if we find your paper or parts of it on the internet--you will not only receive an F on the paper, you will also fail the course and be subject to disciplinary action. All incidences of plagiarism must be reported to the Provost of the University.

As a reminder, all students enrolled in this course are expected to abide by the Adelphi University Honor Code. The purpose of the Honor Code is to protect the academic integrity of the University by encouraging consistent ethical behavior in assigned coursework by students. The following is excerpted from the Student Honor Code:

#### The Code of Academic Honesty

The code of academic honesty prohibits behavior which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty will include, but are not limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submission of work
4. Sabotage of others' work, including library vandalism or manipulation
5. Plagiarism: presenting any work as one's own that is not one's own
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

#### **Writing Tutors:**

We are not the only resource available to you in terms of your writing. Besides your fellow classmates, we recommend that you work with the tutors in the Writing Center (129 Nexus Building). Call x3200 for an appointment.

#### **Moodle**

This course will be utilizing Moodle. We will post essay assignments, the syllabus, website sources, online reading and other relevant information on Moodle.

#### **Texting and other Phone-Related Matters:**

Turn your phones off. All the way off, not just on vibrate. It is obvious when you are texting or playing a game, and it is distracting to us and your fellow students. If you can't live for an hour without your phone, you should consider another class. If we see anyone texting or otherwise fiddling with phones, we will ask that person to leave the class.

### **Final Summation of the Really Important Stuff:**

You will receive guidelines for the essays you will write. All assignments are due in class on the day noted below in the syllabus. **We do not accept late papers.** We do not accept handwritten papers. We also do not accept excuses for late papers. If you leave your paper in one of our mailboxes after class, it will be considered late, and we are under no obligation to accept it. It is always better to talk to us before a paper is due if you know that you're not going to be able to finish it in time. We are much more likely to be sympathetic. (By the way, "before" does not mean 10 minutes before the class in which the paper is due; it means at least 24 hours prior to the paper being due.)

If you miss two classes, you will fail this class. If you miss even one class, your final grade will be affected. Excused absences are medical emergencies or religious holidays (backed up with written documentation). If you are absent from class, for whatever reason, we will expect you to be prepared for the next class meeting by following the syllabus. If you have a legitimate excuse for your absence, give us written documentation. If we do not receive such documentation, you will be given an unexcused absence.

We expect you to have done the readings for the day they are assigned, to be able to discuss them in class and to think about them in ways that are interesting to you in your essays. The readings in this course are complex and often difficult. *Bring your book to class with you; if you don't have the text, you can't work on/with it.*

### **Grading Rubric**

**A/A- (90 – 100)** An "A" grade denotes an exceptional grasp of subject matter; the essays offer an original, and well-constructed thesis, and is supported by careful, varied, library-sourced research and detailed close reading; writing is technically accomplished, employing the appropriate critical terminology; demonstrates an awareness of the text's social and cultural context; the essays are written in error-free, pleasing prose; class contributions are thoughtful, original, and unsolicited.

**B+/B/B- (80 – 89)** A "B" grade is given to represent work that is above average; essays present a coherent, well-ordered argument, that employs the text through close reading, and is supported by library-sourced research that demonstrates an awareness of the text's social and cultural context; the writing is technically proficient employing the appropriate critical terminology, and the essays are written in a pleasing prose; class contributions are thoughtful, original, and unsolicited.

**C+/C/C- (70-79)** A "C" grade is representative of work that is proficient, and adheres to class requirements; the essay asserts a thesis, supported by a well-ordered argument that employs critical terminology and library-sourced research; class contributions are original, thoughtful, and unsolicited.

**D+/D (60-69)** A "D" grade denotes work that has failed to achieve the criteria outlined in the essay assignment; the essay fails to employ a meaningful thesis; the argument throughout the text is not ordered in such a way as to lead the reader through the argument; the writing relies on summary rather than close

reading; the research does to meet the standards expected of an Adelphi undergraduate; the student is unprepared to participate in class; oral contributions must be solicited.

**F (<59)** An “F” grade is representative of work that fails to meet the college minimum standards; the essays are not written in a manner befitting college scholarship; work is incomplete, or unoriginal; the student is frequently absent or unprepared for class.

### **Course Outline:**

#### **DOMESTIC COMPONENT**

##### **Week One - Jan 22/24**

McEvoy and Spooner, “Gothic Locations” and “Gothic Cities” (moodle)

Wasson, Sara. “ Gothic Cities and Suburbs, 1880-Present” (moodle)

Freud, Sigmund. “The Uncanny” (moodle)

E.T.A. Hoffman. “The Sandman” (moodle)

Poe, Edgar Allan, “Fall of the House of Usher” (moodle)

excerpts from Burke’s *Enquiry into the Origins of our Ideas of the Sublime and Beautiful* (moodle)

##### **Week Two – Jan 29/31**

Bronte, Emily, *Wuthering Heights*

##### **Week Three – Feb 5/7**

Bronte, Emily, *Wuthering Heights*

Class trip to *Sweeney Todd*

##### **Week Four – Feb 12/14**

Hogg, James. *Memoirs and Confessions of a Justified Sinner*

Stevenson, Robert Louis. *Jekyll and Hyde*

##### **Week Five – Feb 19-21**

Stoker, Bram. *Dracula*

##### **Week Six – Feb 26/28**

Stoker, Bram. *Dracula*

##### **Week Seven – Mar 5/7**

Ackroyd, Peter. *Hawksmoor*

Visit to St. John the Divine

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#### **TRAVEL COMPONENT**

##### **Friday, March 8**

Fly to Manchester

##### **Saturday, March 9**

Arrival in Manchester - travel to York

Walking Tour of York

##### **Sunday, March 10**

Viking Museum  
Clifford's Tower  
The Castle Museum

**Monday, March 11**

Visit to Whitby Abbey.

Lunch in Whitby.

Afternoon hike in the Moors to visit the Wainstones.

Dinner at Robin Hood's Bay.

**Tuesday, March 12**

Train to London (2 hour express train)

Group Lunch at Borough Market

Visit Westminster Abbey and Poets Corner

Jack the Ripper walking tour

**Wednesday, March 13**

Visit to the London Dungeon

Visit the Old Operating Theatre

Visit the Tower of London

**Thursday, March 14**

Highgate Cemetery Tour

**Friday, March 15**

Return to NYC from London

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**DOMESTIC COMPONENT CONT.**

**Week 9: Mar 19/21**

Presentations