

ENGLISH 229: MEDIEVAL MONSTERS, HONORS ADD-ON

EN 229.04
Coffee Houses
Every other Tuesday @ 4:00
Instructor: Sarah Breckenridge Wright
Office: PMH 324, x5167
Email: sbreckenridge@skidmore.edu
Office Hours: T 2:30-3:30, W 9:00-11:00



REQUIRED TEXTS

Required:

Mary Shelley, *Frankenstein* (Penguin, 9780141439471)
Horace Walpole, *The Castle of Otranto* (Penguin, 9780140437676)

Recommended:

Jeffrey Jerome Cohen, *Monster Theory: Reading Culture* (U of Minnesota P, 9780816628551)

COURSE DESCRIPTION

In this Honors Add-On, we will read two gothic novels and a collection of critical essays on monsters and the grotesque. In so doing, we will discover how medieval monstrosity affected gothic literature, and examine the evolution of monstrous themes from the Anglo-Saxon period to the late-eighteenth century.

Objectives: This course will help you to:

- Examine how early-period monsters affected later literary traditions.
- Investigate the interdisciplinarity and timelessness of the medieval imagination.
- Explore theories of monstrosity/the grotesque to determine how these theories apply to the parent course and the add-on's supplemental readings.
- Develop your communication skills through formal and informal presentations.
- Expand your ability to synthesize primary and secondary source materials.

COURSE POLICIES

Please see policies for the parent course.

Annotated Bibliography: For this assignment you will be asked to compose an annotated bibliography on one of the works we're reading in the parent class. I will ask that you provide a summary of your findings to the parent course.

Informal Presentation: For the informal presentation, I will ask that you (and possibly a classmate) lead class discussion. This will require you to come prepared with discussion questions, and to familiarize yourself with the secondary material on the text you're presenting.

Formal Presentation: I will ask that each of you write a 2-page report on a secondary work regarding gothic monstrosity, to be presented to the class. In this paper, I will ask you to summarize a scholarly article of your choosing and discuss 1. how it relates to the text we're presently reading in the add-on, and 2. how it relates to the material we're reading in the parent course.

GRADING AND DISTRIBUTION

Your final grade will be determined by the grades you receive on written assignments and participation, according to the following weighting:

1. Annotated Bibliography	20
2. Formal Presentation	30
3. Informal Presentation	20
4. Participation	40

COURSE SCHEDULE

All meetings will begin at **4:00pm**
(Locations TBA)

Tuesday 9/13: Jeffrey Jerome Cohen, "Monster Theory (Seven Theses)" (BB)

Tuesday 9/27: *The Castle of Otranto*

Tuesday 10/11: *The Castle of Otranto*

Tuesday 10/25: *The Castle of Otranto*; **Secondary reading TBD**

Tuesday 11/8: *Frankenstein*

Tuesday 11/22: *Frankenstein*

Tuesday 12/6: *Frankenstein*; David A. Hedrich Hirsch, "Liberty, Equality, Monstrosity: Revolutionizing the Family in Mary Shelley's *Frankenstein*" (JJC, BB)

HONORS FORUM NEW COURSE PROPOSAL

The Honors Council requests that the faculty address the following issues in the rationale for the course:

- u What are the expectations you have of students in this course?
- u What skills do you expect the students to acquire in this course?
- u How will you assess the effectiveness of their ability to meet your expectations and acquire these skills?

If the course proposed is a revision of an existing course, then you will need to address in your proposal the distinctions between the current and proposed Honors versions of the course, for the expectations you have, for the skills the students will acquire and the assessment you will implement.

Proposal For New Course
PLEASE SUBMIT TO THE OFFICE OF THE ASSOCIATE DEAN OF THE FACULTY
(To print out a copy of this form go under the file menu to print.)

This form should be used to propose new courses. All proposals must be submitted first to the Associate Dean of Faculty for consideration by the College Curriculum Committee. Deadlines are September 15 for Spring Term and December 1 for Fall Term. Note that all new course proposals should include a description of course objectives and topics (see #6 below).

This form can also be used to propose a one hour add-on to an existing course. Please specify this intention and the corresponding core course. In this case, proposals do not need to go to the Curriculum Committee, only to the Department Chair, Honors Council, and then the Associate Dean of Faculty.

1. Department: Course Level: (1xx, 2xx, 3xx) Instructor(s):

History 110: The British Empire, T. Nechtman

2. a) Course title and catalogue description:

The British Empire: An Introduction

An introductory survey of the British Empire from its earliest beginnings in the sixteenth century through decolonization in the post-World War II ear. Focuses on the political, economic, cultural, and ecological causes and consequences of British overseas expansion. Topics include the ecological and biological impact of British imperialism; Elizabethan commercial expansion; the plantings of Ireland; early settlements in the New World and the impact on indigenous peoples; the trans-Atlantic slave trade and the plantation system in the Caribbean; the American Revolution and the end of the first British Empire; the ideologies of the British Raj in India; the "New Imperialism: of the late nineteenth century and the "scramble for Africa"; the transfer of technology and culture; decolonization' and the contemporary legacy of empire.

b) Abbreviated title 23 or fewer characters:

The British Empire

c) Proposed enrollment cap with a brief rationale:

(See CEPP/Curriculum Comm. Guidelines on the web or in dept. offices)

Proposed enrollment cap: 35. This cap is in keeping with the caps set by the History Department for 100-level courses.

3. Prerequisites (include brief rationale): NA

4. Semester hours credit: 4 Rationale: This pre-existing course has typically been offered as HI 110C, using the History Department's one-credit add on option. The one-credit add on accounts for the quantity of reading that is required of this course and for the challenging interdisciplinary conversations students engage in about these materials over the course of the semester. This course will continue to be offered in its HI 110C format, and so it will always carry 4 credits.

5. Rationale for level of course (100, 200, 300) For new 300-level courses, include information on how the department plans to provide a sufficient number of seats for first and second year students at the 100/200 level:

This course is the introductory survey for the British/British Imperial program in the History Department and is, thus, appropriately a 100-level course.

6. Attach a description of student learning objectives and how they will be assessed plus a copy of a proposed syllabus.

Students who enroll in this course will be expected to grapple with the British Empire at three different levels: geographically, chronologically, and topically. As such, the scope of the material covered by this course is vast. The empire spanned 25% of the world's landed surface and included 20% of the world's population at its peak. It (arguably) began in the fifteenth century and, in some ways, continues down to the present. And, it had implications that were economic, environmental, social, political, racial, demographic, and linguistic (to name but a few of ways in which British imperialism changed the course of history). While no one-semester survey course could hope to cover this quantity of information in full, this course will sample the history of the British Empire in such a way as to allow students to leave with a better sense of how the empire shaped the contemporary world. Students will be expected to have mastered the geography of the empire, to be able to communicate their sense of how and why the empire worked, and to offer a preliminary sense of how British imperialism shaped the modern world order. Most importantly, students will be expected to have developed a sophisticated sense of the global interactions wrought by British imperialism.

Please see my syllabus for HI 110C from the Fall of 2009 as an example of what this course has looked like in the past and what it might look like in the future.

7. Briefly describe how the course will fit into the present curriculum, noting, in particular, the department's plan for contribution to the all-College curriculum:

This is not a new course, though it will be a new Honors Forum listing. As such, it will continue to function in the college's broader curricular program as HI 110 has done to date. It will serve as an introductory course in British/British Imperial History. It will fulfill social science and cultural diversity requirements. And, it will serve as a gateway course for students interested in doing more advanced work in the History Department.

This course is aptly suited to be added to the roster of Honors Forum classes because of the complexity and scope of the material covered. Because it asks students to use the British Empire in order to develop a sophisticated and globalized sense of history, it offers a unique opportunity for students (both those in the Forum and those not in the Forum) to become better and more engaged citizens of the modern world. Indeed, I would suggest that this course has been meeting Honors Forum requirements and expectations in its existing HI 110C format. Having now joined the Honors Forum Council, I see that by incorporating the C add-on into the class as an official part of its listing as an Honors Forum course, I will be able to make this course of use not only to the History Department and the all-college curriculum but also to the Honors Forum.

8. Liberal Arts credit: YES NO (Not to be confused with Liberal Studies. Courses carrying liberal arts credit are directed to general intellectual enlargement and refinement, not restricted to the special

requirements of technical or professional training.)

9. All-College requirements that the course will meet: (see guidelines, append relevant materials where required, and attach rationale.)

Expository Writing: Yes ___ No
Foreign Languages: Yes ___ No
Liberal Studies 2: Yes ___ No
Non-Western Culture: Yes No ___ (Cultural Diversity)
Quantitative Reasoning: Yes ___ No
Breadth Component: Social Science Requirement
Indicate A or B Nature ___ Yes ___ No
Art ___ Yes ___ No
Society ___ Yes ___ No

10. When will this course be offered (every term, every year, alternate years)? With which course will it alternate?

Every Fall Semester

11. Will this course replace another course? (Please specify.)

NA

12. When will this course be offered initially?

Fall 2011

APPROVALS:

Approved: _____ Date _____
Chair/Director, Department/Program

Approved: _____ Date _____
Chair/Director, Department/Program

Approved: _____ Date _____
Associate Dean of the Faculty

Approved: _____ Date _____
Chair Curriculum Comm.

Revised Course Proposal Form

The Honors Council requests that the faculty address the following issues in the rationale for

the course:

- What are the expectations you have of students in this course?
- What skills do you expect the students to acquire in this course?
- How will you assess the effectiveness of their ability to meet your expectations and acquire these skills?

If the course proposed is a revision of an existing course, then you will need to address in your proposal the distinctions between the current and proposed Honors versions of the course, for the expectations you have, for the skills the students will acquire and the assessment you will implement.

We'd like to propose converting ID 201 - "Peer Mentor Seminar" - into an Honors course. ID 201 is a one-credit course. This request coincides with significant changes and increased expectations of the FYE's peer mentors.

We expect that students who take on the role of peer mentors will model the type of behavior we expect from our very best undergraduates, both academically and socially. The ID 201 course is the place in which we train the peer mentors to partner with Scribner Seminar faculty on the delivery of the Fourth Credit Hour. Students are expected to be active participants in that training, and they are required to submit periodical essays that describe their experiences working with first-year students. A syllabus from Fall 2010 is attached (we plan to add several more "units" for Fall 2011).

Because of the expectations we place on peer mentors, and the responsibilities that they face, it is logical that ID 201 should be an honors course. We demand a good deal out of our student leaders (it should be noted that the LS1 peer tutoring course was an Honors course). Indeed, leadership is an essential part of the Honors Forum, and our hope is that ID 201 will join with other identified leadership courses around campus. Students learn valuable skills related to leadership, mediation, and conflict resolution, as well as intimate knowledge about the various resources and offices on campus that might help first-year students.

We assess the students' effectiveness through a combination of attendance, participation, and the graded essays.

Catherine J. Golden
Department of English
cgolden@skidmore.edu

LS2 Course Conversion Form

I would like to propose that my LS 2 101H course entitled "The Victorian Illustrated Book" remain a four-credit Honors and writing-intensive course and be renamed EN 2XX.

NEW COURSE CATALOGUE DESCRIPTION--#3

A study of the form of the Victorian illustrated book, with attention to genre, illustration, critical analysis, and creative practice. The class will explore the wedding of literature to the visual arts in the Victorian period, focusing on exemplary illustrated novels, picture-poems, and critical studies in aesthetics and literature which discern how a poem is like and different from a picture (the "ut pictura poesis" tradition) or comment upon the collaboration of image and word as an art form. Special attention will be given to the poem and painting pairs of D.G. Rossetti; the illustrated fiction of Dickens, Carroll, and Potter; the aesthetic ideas of Horace, Plato, and Lessing; expository writing; and primary research. Weekly writing assignments will encourage students to "read" illustrations and texts much like their Victorian audience once did and to explore different modes of exposition. Students will also put on a library exhibition and create an illustrated text. (Meets expository writing requirement for students who placed at EN105 level or who have completed EN103 and Honors Forum requirement.) C. Golden, English

Semester hours of credit and rationale--#6a.

This is a rigorous writing-intensive Honors course. There are three components that justify the 4-credit distinction: peer critiquing groups, class exhibition, and independent research in writing assignments. This amounts to 15-17 assigned hours of class time, each of which requires three hours of additional preparation time, in accordance with the college guidelines.

1. Peer Critiquing Groups: There are four formal papers in the course. For each of these four papers, students will meet outside of class in peer critiquing groups to discuss their drafts. The peer critique groups will also meet to respond to creative projects (total: at least 5 assigned hours with preparation time)

2. Class Exhibition: All students will take part in a class exhibition on Victorian book arts to be mounted in the Lucy Scribner Library towards the end of the semester. This experience with primary research involves the following: topic selection, image selection, caption writing, mounting, decoration, and creating an accompanying exhibition brochure. I will also schedule meetings with students throughout the process. (total: 8-10 hours, with appropriate preparation time)

3. Independent Research: Because this is an Honors course, I will require students to engage in independent work in coordination with the four written assignments. I have a web page and a reserve reading list for the course. (total: at least 2 hours, with appropriate preparation time)

Rationale for Level of course--#6b:

This course is designated at the 200-level course for several reasons. While the course is an introduction to the form of the Victorian illustrated book, it requires a fundamental understanding of literature and writing. While the LS 2 version of this course has enrolled ambitious first-year students taking it for Honors credit, it has also attracted upper-level

students, often juniors and seniors, who choose this course to fulfill their Honors requirement or further an interest in this area. The 200-level distinction will send a signal that this course is open to introductory students choosing it to fulfill the writing requirement but still open to advanced students eager to take it for Honors credit.

Please see the attached syllabus.

Brief description of plan to revise the course to be an English Department course--#6c.

I have modified my existing LS2 101H course to fall under the designation of “Forms of Language and Literature” in the English Department. To that end, I have revised the course to call attention to literary form: students will gain an appreciation of the form of the Victorian illustrated book, with attention to genres. They will analyze literary form by uncoding the “language” of visual art, poetry, fiction, and criticism. They will also gain a first-hand understanding of the illustrated book as an artistic and literary form by engaging in primary research and through creative practice: each student will create an illustrated text. The attention to critical analysis and creative practice will allow me to deliver this course under this newly revised English Department designation.

How will this course fit into the All-College curriculum--#7:

This course will fit into the All-College curriculum in three ways. First, akin to other courses on genre, it will fulfill the Humanities requirement. In addition, since the course is writing-intensive, it will fulfill the Expository Writing requirement. Finally, because this course is an Honors course, it will also fulfill the Honors Forum requirement.

**Jennifer McDonald, Advanced Peer Health Education
New Course *or* Substantial Revisions to Existing Course Form**

Department or Program	Course Level

Instructor(s)	Jennifer McDonald, ScD, CHES
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New courses include courses that were previously taught as topics courses and are now being proposed as permanent offerings with descriptions appearing in the Catalog. New courses also include courses that were previously taught but have since been deleted from the Catalog.

Course proposals should acquaint the committee members with the topics and student learning objectives of the course. To aid committee members in their review of the course, proposals must include a preliminary syllabus, an outline of student learning objectives (see #6 below), and a thorough description of course topics, readings, and requirements. Proposals for an increase in semester hours of credit must include copies of old and new syllabi.

Submit **one copy** of the course proposal to the Associate Dean of the Faculty, who will then forward a copy of the proposal to the Chair of the College Curriculum Committee. Courses that contribute to an Interdisciplinary Program must be signed by the program director before being submitted to the Associate Dean. Generally speaking the committee will defer consideration of a proposal until the Associate Dean has explored the resource implications of the proposal and signed the proposal form.

Deadline for *spring term*: **September 15**

Deadline for *fall term*: **December 15**

Check all that apply:

New course (even if previously offered as a topics course)	x
Change in course description	
Change in course level/number (see guidelines)	
Change in semester hours of credit	
Change in all-college requirements designation	
Change in the writing requirement in the major (see guidelines)	
Change in enrollment cap (see guidelines)	
Increase in prerequisites	
Does this course contribute to an interdisciplinary program?	
Other	

What semester will this course be offered next?	Fall, 2012
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1. a) Course title

Advanced Peer Health Education

b) Abbreviated title 26 or fewer characters (for new courses): Please take care with the abbreviated title, which will appear on registration materials and on transcripts.

Adv. Peer Health Education

c) Catalog description (for new courses or change in description): The catalog description should be brief and carefully worded to reflect the actual content of the course. Also consider using lively prose to capture student interest. It is customary to begin the description with a sentence fragment. We urge faculty to follow basic writing guidelines, such as limit abstractions, long Latinate words, and passive verbs, especially regarding student involvement. Use student-centered language, and use concrete examples and brief, direct words, where possible. Avoid using such phrases as "in-depth" and "intense" or "this course will carefully analyze and extensively research" which add nothing substantive to the description. Consult the [Skidmore College Guide to Writing](#) for stylistic clarification. Consult the current Catalog for examples.

Former Catalog Description	Revised/New Description
n/a	This course will expand upon concepts covered in Peer Health Education by allowing students to fine tune their health promotion and peer counseling skills. Students will select specific areas of interest and will work closely with other Peer Health Educators and the instructor to plan, implement, and rigorously evaluate outreach programs on campus. The course will focus on building leadership and communication skills and on deepening the expertise of the students on college health related issues.

d) Enrollment cap with a brief rationale: Provide a brief rationale if enrollment caps differ from the [guidelines for enrollment caps](#) (100 level 35-38; 200 level 29-33; 300 level 19-23). Only under unusual circumstances will the Dean or the Associate Dean of the Faculty and the committee approve an enrollment cap below those specified in the guidelines.

Cap	Rationale
36	This course is a continuation of Peer Health Education which can accommodate 12 students annually, generally during first year. During sophomore, junior, and senior year, students who completed Peer Health Education can take this one-credit course multiple times in order to explore a variety of aspects of health promotion work. A cap of 36 students allows all students who complete Peer Health Education to enroll in this continuation opportunity each semester.

3. Prerequisites (include brief rationale):

Special Permission/Permission of Instructor must be required for this course. Students who are interested in taking this 1-credit course first complete the 3-credit Peer Health Education course. In addition, students must propose and get approval for the area of focus they wish to pursue before they can enroll in the course.
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4. Semester Hours of Credit and Rationale:

Hours of Credit	Scheduled Contact Hours/Week	Rationale*
1	1	Students will meet in small groups or one-on-one with the instructor once per week, or more often as needed. Students will plan, implement and evaluate significant health promotion and outreach programs and services and should expect to spend a minimum of 3-5 hours per week (outside of meeting time) on this class.

*A three-credit course requires 90 hrs of assigned work over a 15-wk semester. A flexible fourth credit hour requires an *additional* 45 hours of assigned work. In your rationale and syllabus, account for these additional hours and describe the learning goals and means of assessment for the activities you will require.

5. Rationale for level of course (100, 200, 300): (For new 300-level courses, explain how the department will maintain offerings at the 100 and 200 level.)

This course builds on the leadership and health education skills introduced in Peer Health Education. Students typically complete the introductory Peer Health Education course during the spring of their first year at Skidmore, and successful completion of that course is necessary in order for students to progress on to this Advanced Peer Health Education class. Students are expected to tackle ambitious independent and small group projects over the course of the semester and must utilize the skills and knowledge that they have gained through the Peer Health Education course. This is a demanding course that requires knowledge about health in college-aged populations, presentation and outreach skills, and leadership and is appropriate for the 300 level.

6. For new and revised course proposals, include a description of student learning objectives and how they will be assessed, a copy of a proposed syllabus, which should include learning objectives, readings, assignments, grading criteria, and course schedule of topics. Describe how learning objectives will be assessed.

See attached.

7. a) Briefly describe how the course will fit into the curriculum, noting, in particular, the department's plan for contribution to the all-College curriculum as well as contribution to the writing requirement in the major.

This course has been in place as an unofficial Honors Forum course at Skidmore since 2009. As a course that allows students to develop their skills and knowledge in order to contribute positively to the wellbeing of fellow students and the entire Skidmore community, this is a natural fit within the Honors Forum given its commitment to leadership and citizenship. The course material is interdisciplinary and explores topics that are not covered in any other department or course on our campus. Honors Forum students can easily construct their Citizenship Project in conjunction with the Peer Health Education program. This is not a writing-intensive course and therefore does not contribute to the college writing requirement, however it is a strong leadership development course and will increase the pool of leadership courses offered through Honors Forum.

b) Briefly describe how the course will contribute to Interdisciplinary Programs.

This course draws from a variety of fields including health education, psychology, social work, public health, gender studies, and leadership.

8. Liberal Arts credit: YES _____ NO

(Courses carrying liberal arts credit are directed to general intellectual enlargement and refinement, not restricted to the special requirements of technical or professional training. See [annual report](#) of the 1999-2000 Curriculum Committee on the adoption of a more liberal interpretation of the qualifications for Liberal Arts credit.)

9. Mark all the All-College requirements that the course will meet: (see guidelines, append relevant materials where necessary, and attach rationale.)

Requirement (see links for guidelines)	Note: Please attach explanations
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Foundation requirement in expository writing	Explain how course adheres to WI guidelines (http://cms.skidmore.edu/curriculum_committee/)
Writing requirement in the major (http://cms.skidmore.edu/curriculum_committee/)	Explain how the course adheres to the writing in the major guidelines
Foreign Language	
Quantitative Reasoning	Explain how course adheres to QR guidelines
Culture-Centered Inquiry (http://cms.skidmore.edu/curriculum_committee/capp_guidelines.cfm)	
Non-Western Culture	Explain how course adheres to NW guidelines
Cultural Diversity	Explain how course adheres to CD guidelines

If the course meets a Breadth Component, check the one that the course will meet. Please consult the guidelines regarding the All-College Curriculum: (http://cms.skidmore.edu/curriculum_committee/all_college.cfm).

Humanities	
Social Sciences	
Natural Sciences	
Arts	

10. RESOURCE IMPLICATIONS: These questions are all intended to elicit information that will allow the Dean or the Associate Dean of the Faculty and the Curriculum Committee to assess the resource implications of the course. For example, if the instructor is currently teaching a full load of courses and is proposing a new course, it is essential for the committee to know which course is being replaced by the new course. Will the replaced course no longer be offered? Will the deletion of the course, or a reduction in the frequency with which it will be offered, have an impact on majors or on a particular program area? If the new course will require, for example, fieldtrips, access to the Tang, or the addition of Library resources, such information is also quite useful.

a) How will this new course affect the instructor's teaching schedule?

This course is taught by the Director of Health Promotion, Jennifer McDonald. Dr. McDonald has been teaching this course as an unofficial Honors Forum offering since 2009, and formalizing it as a permanent Honors Forum offering will not change her course load or teaching schedule. This course fits into the PQ of the Director of Health Promotion and fits into the goals of the Office of Health Promotion as well as Honors Forum.

b) Will the course replace a course previously offered by the instructor? (If so, then you must submit a Routine Course Revision Form to delete the course.)

N/A

c) When will this course be offered (every term, every year, alternate years)?

Annually, both semesters

d) If the course alternates with another course, with which course will it alternate?

N/A

e) What are the resource implications (technology, library, Writing Center, etc.) of this course?

Students in this course may choose to access Media Services/Media Lab for help creating print materials to enhance their presentations for health and wellness outreach. They will likely use the library as a site for research related to health, wellness, and leadership. Use of the Writing Center is possible, but not likely, for students in this course.

Approvals:

Chairperson of Faculty Department	Date

Interdisciplinary Program Director (if the course is to count toward an ID program)	Date

Dean or Associate Dean of the Faculty	Date

Chair of Curriculum Committee	Date

EN 316
Dr. C. Golden
HF 300, Sec. 003

Honors Add-On to “The Nineteenth-Century British Novel”

This Honors Add-On gives you an opportunity for an even fuller immersion in Victorian literature and culture via short stories and sensation fiction. Although we associate literature of the Victorian era with lengthy, multi-plot novels, the nineteenth century was also an age that produced memorable short stories. We will dabble in popular culture, reading a quintessential sensation novel that attracted even literary greats like William Makepeace Thackeray and Charles Dickens. These works brim with plot twists, sentimentality, and rich description as well as memorable characters and the kind of satisfying endings for which Victorian literature is renowned. They also present themes central to the novels we will read this term, including issues of gender, class, propriety, and morality.

Reading:

We will read five short stories of various lengths and genres and *Lady Audley's Secret*. I will distribute copies of the stories; however, each student is responsible for purchasing a copy of *Lady Audley's Secret*, either the Oxford or Dover editions.

Meetings:

We will meet twice a month, on Friday afternoons, and discuss these works over tea in various locations in Saratoga. My expectation is that these will be discussions in which we will be equal participants, although I will certainly raise ideas to explore and threads to examine in relation to the issues in our “parent” course, EN 316.

Requirements:

1. Presentations to the “parent” course, EN 316. Twice this group of students will present information to the larger class. The first time, February 15, will be devoted to short stories, and the second, March 31, to *Lady Audley's Secret* and the relationship between Gothic and sensation fiction and canonical fiction.
2. Each student will create an “Annotated Bibliography” due Friday, April 16 that will include entries on the five short stories as well as the sensation novel and at least one of the short stories we will read in the “parent” course. The purpose of this “Annotated Bibliography” is to summarize the stories and discuss their relevance to issues and themes explored in the Victorian novels we are reading this term in EN 316. All entries will attempt to answer the following questions: what do these short works and sensation fiction emphasize and make readily visible in the multi-plot novel? Do you find sensational elements in canonical fiction? Does the brevity of a short story make a particular theme or idea more potent?

The grade for the course will be based as follows:

Annotated Bibliography: 40%
Class presentations: 30%
Participation in Meetings: 30%

Meeting Schedule—Coffee Shops to be determined:

- Friday, January 29, 3:00 PM: Braddon's "Good Lady Ducayne."
- Friday, February 12, 3:00 PM: Gaskell's "Mr. Harrison's Confessions."
- Friday, February 26, 3:00 PM: Braddon's *Lady Audley's Secret*, Vol. I.
- Friday, March 5, 1:00 PM: Braddon's *Lady Audley's Secret*, Vol. II.
- Friday, March 26, 3:00 PM: Braddon's *Lady Audley's Secret*, Vol. III.
- Friday, April 2, 3:00 PM: Fraser-Tytler's "Margaret."
- Friday, April 16, 3:00 PM: Wilde's "The Happy Prince," and "The Nightingale and the Rose."
- Friday, April 30, 1:00 PM: Final discussion and Evaluation