

ENGL 1500 – Spaces of British Literature – Fall 2019

Instructor: Dr. Deven Parker (she/her) | **E-Mail:** deven.parker@colorado.edu

Class time: Mondays, Wednesdays, and Fridays, 1-1:50pm / 2-2:50pm

Location: DUAN G2B21 & CLUB 13 | **Office:** Denison 262

Office hours: Mondays and Wednesdays, 10:30am-12pm (& by appointment)

Course site: Canvas <https://cuboulder.instructure.com/>

Course Description

In 2012, the city of Denver voted to pass CB12-0241, a bill that prohibited "unauthorized camping on public and private property," preventing anyone from taking rest or shelter in public parks, sidewalks, and other city spaces. In passing this law—which was held up by a ballot measure in 2018 despite an attempt to repeal it on the grounds that it criminalized homelessness—Denver joined the 27% of U.S. cities that prohibit sleeping in public places, and the 34% of cities that impose citywide bans on camping in public. Laws such as these have provoked debates in the local and national media about public spaces, forcing us to ask questions such as: what are the intended and actual purposes of public spaces? To whom do these spaces belong? Whose interests do they serve?

In this course, we will try to answer these questions by examining the treatment and depiction of spaces in British literature. From the enclosure of the commons in the Middle Ages, to colonial land seizure in India and the Caribbean—and, more recently, debates around CCTV surveillance in cities—the politics of space has been a fundamental part of Britain's cultural and historical fabric. In order to understand how literature helps to mediate conceptions of space, we will read a wide range of literary representations of and responses to a wide array of spaces, moving between periods and genres in order to illuminate transhistorical connections surrounding this topic. After considering the impact of public land restrictions on the English countryside, we will move to the Atlantic Ocean, the site of the Atlantic Slave Trade, as we consider displacement and homelessness as a different kind of spatial experience. Then, heading indoors, we will enter space of the psychological novel in order to think about confinement and the gendering of domestic space. Finally, we will arrive at the city, where we will think critically about the organization of urban spaces, including those we occupy in Boulder and Denver.

Moving between literary spaces and lived spaces, this class will invite you to think deeply about the spaces around you—why they are organized the ways they are, who and what they serve, and how they affect you—and, crucially, how literature informs and helps us to make sense of them.

Required Texts (all available at the CU Bookstore, but I recommend Abebooks.com for better deals on used copies)

The Woman of Colour: A Tale, Ed. Lyndon J. Dominique (Broadview Press, 2007), ISBN 9781551111766

Bronte, Charlotte. *Jane Eyre*. Ed. Richard Nemesvari. Broadview Press, 1999. ISBN 9781551111803

Clare, John. *Major Works*. Eds. Eric Robinson and David Powell. Oxford University Press, 2008. ISBN 978-0199549795

Miéville, China. *The City and the City*. Del Ray, 2010. ISBN 978-0345497529

Shakespeare, William. *King Lear*. Eds. Barbara Mowatt and Paul Werstine. Folger Shakespeare Library, 2004. ISBN 978-0743482769
 Smartt, Dorothea. *Ship Shape*. Peepal Tree Press, 2009. ISBN 978-1845230586
 Woolf, Virginia. *Flush*. Oxford University Press, 2009. ISBN 78-0199539291

Reading & Assignment Schedule (subject to change)

Part 1—Walk This Way: Public Space and Radical Pedestrianism

Mon., Aug. 26 – Syllabus review
 Wed., Aug. 28 – “Right to Roam” episode of *99% Invisible* (Canvas) & Lesjack article (PDF)
 Fri., Aug. 30 – Lefebvre, “The Production of Space,” pp. 26 (section XII) – 33; 46-53 (PDF)

Mon., Sep. 2 – Labor Day (no class)
 Wed., Sep. 4 – John Clare poems (see Canvas for selections)
 Fri., Sep. 6 – John Clare poems (no class - Canvas assignment)

Mon., Sep. 9 – Trip to Special Collections to look at enclosure maps and road atlases
 Wed., Sep. 11 - Sylvia Plath, “The Snowman on the Moor” (PDF) & William Blake, “The Garden of Love” (PDF)
 Fri., Sep. 13 – Oliver Goldsmith, “The Deserted Village” (PDF) & Charlotte Smith, “On Being Cautioned...” (PDF)

Part 2—The Road to Nowhere: Displacement, Agency, Uprooting

Mon., Sep. 16: *Woman of Colour*, pp. 51-85
 Wed., Sep. 18: *Woman of Colour*, pp. 86-119
 Fri., Sep. 20: *Woman of Colour*, pp. 120-153

Sun., Sep. 22: **Paper 1 due by 10pm via Canvas.**

Mon., Sep. 23: *Woman of Colour*, pp. 154-190
 Wed., Sep. 25: Dorothea Smart, *Ship Shape* (pages TBA) & Phillis Wheatley, “On Being Brought from Africa to America” (PDF)
 Fri., Sep. 27: *Ship Shape* (pages TBA)

Mon., Sep. 30: *King Lear*, Act 1
 Wed., Oct. 2: *King Lear*, Act 2
 Fri., Oct. 4: *King Lear*, Act 3

Mon., Oct. 7: *King Lear*, Act 4
 Wed., Oct. 9: *King Lear*, Act 5
 Fri., Oct. 11: Wordsworth, “The Female Vagrant,” (PDF)

Part 3—No Man’s Land: Domestic and Interior Spaces

Mon., Oct. 14: Finch, “Nocturnal Reverie” (PDF) & Barbauld, “A Summer Evening’s Meditation”

(PDF)

Wed., Oct. 16: Chaucer, “The Manciple’s Tale,” lines 104-222 (PDF)

Fri., Oct. 18: Chaucer, “The Manciple’s Tale,” lines 223-363 (PDF)

Mon., Oct. 21: Virginia Woolf, selections from “A Room of One’s Own” (PDF)

Wed., Oct. 23: *Jane Eyre*, chapters 1-5

Fri., Oct. 25: *Jane Eyre*, chapters 6-10

Sun., Oct 27: **Paper 2 due by 10pm via Canvas**

Mon., Oct. 28: *Jane Eyre*, chapters 11-15

Wed., Oct. 30: *Jane Eyre*, chapters 16-20

Fri., Nov. 1: *Jane Eyre*, chapters 21-25

Mon., Nov. 4: *Jane Eyre*, chapters 25-30

Wed., Nov. 6: *Jane Eyre*, chapters 31-35

Fri., Nov. 8: *Jane Eyre*, chapters 36-38

Part 4—Empire State of Mind: Urban Space and Cosmopolitanism

Mon., Nov. 11: Selections from Virilio, *The Overexposed City* (PDF)

Wed., Nov. 13: Miéville, *The City and the City*, chapters 1-6

Fri., Nov. 15: Miéville, *The City and the City*, chapters 6-12

Mon., Nov. 18: Miéville, *The City and the City*, chapters 13-19

Wed., Nov. 20: Miéville, *The City and the City*, chapters 20-26

Fri., Nov. 22: Miéville, *The City and the City*, chapters 26-28

Mon., Nov. 25: Thanksgiving break

Wed., Nov. 27: Thanksgiving break

Fri., Nov. 29: Thanksgiving break

Sun., Dec. 1: **Paper 3 due by 10pm via Canvas**

Mon., Dec. 2: Woolf, *Flush*, chapters 1-2

Wed., Dec. 4: Woolf, *Flush*, chapters 3-4

Fri., Dec. 6: Woolf, *Flush*, chapters 5-6

Mon., Dec. 9: Project presentations

Wed., Dec. 11: Project presentations

Mon., Dec. 16: **Final project due by 5pm**

Assignments and Grade Values

Paper 1 (5 pages; due 9/22) – 15%

Paper 2 (5-7 pages; due 10/27) – 20%

Paper 3 (5-7 pages; due 12/1) – 20%

Final Project – 15% (due 12/16) [required for passing]

Quizzes – 10%

Homework – 10%

Participation (both in-class assignments & discussion) – 10%

Papers. You will write three papers for this course. They will be evaluated based on their analysis of literary texts; their execution of a particular focus or question; and the organization and polish of your writing. I will hand out topics for the papers you write at least 3 weeks before the deadline. I encourage you to meet with me outside of class for one-on-one consultations about your writing, especially since there will be no rewrites. Papers will always be due on a Sunday by 10pm and should be submitted via Canvas dropbox. Late papers receive a half letter-grade deduction for each day they are late, and I do not accept papers more than week after the due date. Together, your papers will make up 55% of your course grade.

Final Project. Your final will be a project that asks you to use texts from our class in order to illuminate an issue of space and/or mobility in the Boulder and Denver areas. In the final weeks of class, you will deliver a presentation about your research on your selected topic (after consulting with me), and then prepare either a digital exhibit, podcast, website, game (among other options) or a traditional paper that presents your research and conclusions. I will provide detailed instructions later in the semester. You must complete the final project in order to pass the course.

Quizzes. Quizzes will be frequent and unannounced; they will be administered during the first 5-10 minutes of class. Latecomers will not be allowed to make them up.

Homework. Homework will primarily consist of discussion posts (~300 words) submitted to the appropriate discussion board on Canvas, usually due the Sunday night before class. There will be no more than one post per week. They will be graded on a scale of 1-5 based on thoroughness of your answer and your engagement with the reading/prompt.

Canvas. Be sure to check our course site on Canvas at least once per day. I will use it to post announcements, grades, PDFs of course readings, and to take attendance.

Attendance and Punctuality. Do not be late, and do not miss class unless you must. After four absences, your course grade will drop by a half-letter for each subsequent absence. For every two latenesses, you will incur one absence.

Inclusion and Equity. I strive to make my classroom an environment of inclusion, tolerance, and compassion for all, including people of color and those belonging to LGBTQ+, immigrant, disabled, and non-normative communities. I do not and will not tolerate hate, bigotry, or the incitement of either in my course. In addition, I am committed to meeting the needs of neuroatypical learners, including adapting assignments. Do not hesitate to contact me with any concerns about our classroom environment, or suggestions for how I can better meet your learning needs. I am also a mandatory reporter for the Office of Institutional Equity and Compliance.

Participation. While I will lecture occasionally, our class will primarily depend on your substantive and judicious participation. Come to class having prepared questions and ideas about specific parts of the reading you've done. *Take notes in your text* so that you're able to locate parts that are important, confusing, strenuous, or just plain weird (and there will be many, many such moments!).

Decorum. Arrive to class on time and prepared for active participation. Be vibrant and energetic. Don't leave the room unless there is an emergency. Keep your phone *silent and out of sight* for the duration of class. This is an absolute rule and there are no exceptions. If I see your phone out during class, you will be marked absent.

Laptops. You're permitted to use laptops in class, but I strongly recommend that most of you take handwritten notes because, for *most* learners, they have been proven to facilitate better retention. In my experience, non-laptop users tend to receive higher grades. If you do use laptops to take notes, please turn off wireless and remember that your screen affects those around you.

Plagiarism. Plagiarism will result in stiff disciplinary action: a first offense will result in an automatic 0% for the assignment grade, while a second offense will result in an automatic 0% for the course. <<http://www.colorado.edu/honorcode>>

The Writing Center. You should consider utilizing the Writing Center—a campus service offering free one-on-one feedback about academic writing—as a supplement to this course. (See <http://www.colorado.edu/pwr/writingcenter.html> for more information about the Center or to schedule an appointment.) Be warned, however, that the Center books up quickly, often up to one week in advance during peak times.

Essay Rubric

The following represent my general grading criteria for essays. (Separate rubrics for the final project will be provided later in the semester):

An essay in the “A” Range will feature

- a strong thesis with a clear claim, reason, and warrant;
- numerous specific examples drawn from appropriate sources (e.g., specific information from primary and secondary source material);
- consistently clear analysis of examples;
- consistently appropriate and correct use of citation (including attributive tags);
- consistently clear and correct use of quotation, summary, and paraphrase;
- careful attention to issues of grammar and style (especially sentence boundaries, clarity, coherence, and punctuation); and
- the meeting of minimum page requirements.

An essay in the “B” Range will feature

- a generally good thesis with a clear claim, reason, and warrant;
- several specific examples drawn from appropriate sources;
- generally clear analysis of examples;
- generally appropriate and correct use of citation;
- generally clear and correct use of quotation, summary, and paraphrase;
- generally strong attention to issues of grammar and style; and,
- the meeting of minimum page requirements.

An essay in the “C” Range will feature

- a thesis lacking a clear claim, reason, and/or warrant;
- few specific examples drawn from appropriate sources;
- little specific analysis (often as a result of a poor thesis);

- minimally appropriate and correct use of appropriate citation styles;
- minimally clear and correct use of quotation, summary, and paraphrase;
- minimal attention to issues of grammar and style; and
- the meeting of minimum page requirements.

An essay in the “D” Range will feature

- no real thesis;
- few or no examples;
- little or no analysis;
- generally inappropriate or incorrect use of citation (but without lapsing into plagiarism);
- generally unclear or incorrect use of quotation, summary, and paraphrase;
- significant problems with grammar and style; and
- the meeting of minimum page requirements.

An essay in the “F” Range will feature

- no real thesis;
- few or no examples;
- little or no analysis;
- generally unclear and incorrect use of citation styles (often in ways that lapse into plagiarism);
- generally inappropriate or incorrect use of quotation, summary, and paraphrase;
- significant problems with grammar and style; and / or
- the failure to meet minimum page requirements.

Campus-Wide Policies

Students with Disabilities

If you need accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with your professor.

Religious Holidays

Campus policy requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, students must alert me at least one week in advance of any conflict. See the [campus policy regarding religious observances](#) for full details.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters

are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).

Non-Discrimination

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).