

ENGL - 3210: Fantasy and Literature

Independent Study – 1hr weekly meetings TBD

Dr Andrew J. Power

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Office hours: SIH 308, Monday & Wednesday 14:00-16:00

Attribute: English Form and Genre

Outline:

This course examines the ways that literature has engaged with fantasy through the centuries. Fancy, Fantasy, or Fantasy is traditionally a facet of the human intellect that in modern terminology we would call the imagination (and is not a million miles from dreaming). In times gone by (days of yore, even) Fantasy was something more intrinsic to the human mind (together with Memory and Reason). This course seeks to understand how fantasy literature has sought, and seeks, to understand and to re-imagine the world around us. It concentrates on representations of fantastic, beastly, or monstrous creatures (including talking animals, ghosts, devils, dragons, trolls, vampires, jabberwockies, selenites, hobbits, and god knows what else) and asks what it is that we learn about ourselves as humans in considering the fantastic and the monstrous. Its focus is European though its scope is universal (if not intergalactic or transdimensional) and it covers works in strands of the genre as diverse as fable, ghost story, travel writing, children's literature, nonsense verse, romance, horror, sci-fi and fantasy.

Objectives:

By the end of this course, you will

- have critically read a significant and diverse body of fantasy literature
- be able to recognize, understand, and connect basic facts and concepts involved in the study of literature and culture from a critically informed position
- have developed an awareness of the problems and possibilities inherent in the cultural diversity of Europe and the world
- be able to analyze the attitudes and ideals of writing from different periods within their individual sociopolitical and historical contexts
- be able to communicate your ideas effectively in writing and in speaking

Learning Outcomes:

Students who complete this course will be able to

- Describe and analyze the ways in which generic conventions and motifs work within texts
- Produce analyses of the ways in which literary forms and structures inform meaning and purpose
- Construct clear spoken and written arguments about literary forms, structures and modes

Required Texts:

We will discuss what texts to use at the beginning of our study and a large proportion of material will be shared in handout form.

William Shakespeare, *A Midsummer Night's Dream*, ed. Arden Shakespeare (revised edition), 2008.

J. Sheridan Le Fanu, *Carmilla* (1897)

H.G. Wells, *The First Men on the Moon* (1901)

J.R.R. Tolkien, *The Hobbit* (1937)

Maurice Sendak, *Where the Wild Things Are* (1963)

Online Resources

-*Middle English Dictionary*: <http://quod.lib.umich.edu/m/med/>

-*Oxford English Dictionary Online* (historical dictionary available via library databases—use this to look up sixteenth and seventeenth-century meanings of words)

-Luminarium: www.luminarium.org (independent scholarly website; includes texts and scholarly essays as well as links to other online resources)

-Project Muse (library database for humanities and social sciences)

-MLA International Bibliography (library database for modern languages and literature)

- JSTOR (library database for humanities, arts, sciences, and social sciences)
- LiOn Literature Online – texts of an abundance of literature that is out of copyright / free to view
- The Early Modern Drama Database
<http://homepage.mac.com/tomdalekeever/earlymodern.html>
- Voice of the Shuttle (guide to online humanities research)
<http://vos.ucsb.edu/>

Schedule of Readings (subject to change) and Key Dates

Week beginning & Texts

Week 1: 9th Jan 11th Jan, Weds: Introduction

Friday 2nd Sept Application deadline for fall semester degree candidates

Week 2: 16th Jan – A selection of Aesop's *Fables* and tales from Ovid's *Metamorphoses*

Week 3: 23rd Jan – A selection of ghost stories from Robert Mannyng's *Handlyng Synne* and a selection of snippets of early modern travel writing

Tuesday 24th Jan, Last Day to Drop a Class Without a Grade of W and /or Add a Class

Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) Options

Week 4: 30th Jan – Shakespeare, *A Midsummer Night's Dream* (c.1596)

Week 5: 6th Feb – Shakespeare, *A Midsummer Night's Dream* (c.1596)

Week 6: 13th Feb – Early Modern Travel & Lewis Carroll, *Jabberwokky* (1871)

***Weds 15th Feb midterm take home exam (3-4pages)**

Week 7: 20th Feb J. Sheridan LeFanu, *Carmilla* (1897)

Week 8: 27th Feb J. Sheridan LeFanu, *Carmilla* (1897)

Weds 28th Feb Professors' Deadline to Submit Midterm Grades

Week 9: 6th Mar H.G. Wells, *The First Men on the Moon* (1901)

Weds 15th Mar Last Day to Drop a Class and Receive a Grade of W

Week 10: **20th Mar (NB Mon: Dia San Jose)** – H.G. Wells, *The First Men on the Moon* (1901)

Week 11: 27th Mar J.R.R. Tolkien, *The Hobbit* (1937)

Week 12: 3rd Apr J. R. R. Tolkien, *The Hobbit* (1937)

April 10th – 16th Semana Santa Holiday

Week 13: 17th Apr Maurice Sendak, *Where the Wild Things Are* (1963)

Week 14: 24th Apr J. K. Rowling, *Fantastic Beasts and Where to Find Them* (2016,
Dir. David Yates)

Optional draft submission date 26th April

Week 15: 1st May (Mon: **Día Trabajo**) Conclusions

Wed 3rd May Final Day of Classes & Submission date for Final Paper

Exam - TBD

Grading Scheme

Attendance, preparation and participation 10%

Weekly reports 20%

Mid-term Take Home Essay Exam 25%

Final research paper 35%

Final Exam 10%

Academic Integrity and Plagiarism

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf.

Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

English Department Plagiarism Statement

In the instance of a suspicion of plagiarism or other form of academic dishonesty it should be remembered that the instructor has the right to require the student to prove (by quiz, interview, or other means) that they are the author of submitted work. Inability to do so will result in a report to the committee for academic dishonesty.

Information regarding the collection of student work for assessment

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file,

including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

Title IX Statement:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University.

If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Accommodation statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

STUDENT RESPONSIBILITIES

Late Assignments

If a problem should prevent you from submitting your work on time, you must speak with me before the due date to discuss a possible extension. If the extension is not pre-approved, late assignments will be docked 1/3 of a letter grade for each day after the due date.

Attendance

Plan to attend all scheduled meetings. I understand that some absences may be unavoidable, but please be wise in your judgement and expect the unforeseen, such as illness, appointments, transport problems. Given that life often interferes with our best-laid plans, know that an absence or two will not affect your class performance too adversely, but at the sixth unexcused absence, your final grade is lowered one-third (A- becomes a B+; B+ becomes a B). Missing eight classes is grounds for a grade of F in the course. If a major crisis occurs that will cause you to miss a number of classes, please contact me about the situation so that we can devise a strategy for completing the class successfully. Please note that I especially appreciate students who provide advance notice regarding anticipated absences, and excused absences require documentation. Students who miss class are obligated to make up the work on their own time.

Courtesy

Please support the class by being prompt and prepared. If you are late or unprepared, you will not be able to participate knowledgeably, which will affect not only your own progress, but also your peers' thinking and growth and our group dynamic. Also, routinely arriving late to class, leaving early, or using the facilities during class time will negatively affect your performance grade since you will be detracting from our collective work.