

**Monsters of Europe:
Environment and Monstrosity in European Literature (3 credits)**

ENGL 3591 M01

Professor: Dr. Timothy Ryan Day

Spring 2018, Mon/Weds 14:30-15:45, Padre Rubio 7

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Office Hours: Monday, Wednesday 9:00-11:00 (or by appointment)

Course Description:

Anxiety around environmental change and the emergence of monsters seems to go hand in hand. From massive deforestation in early modern England and the accompanying dramatic appearance of witches and sprites, to the industrial revolution and its mad scientists, to the prewar era and the strange dehumanization that accompanies the approach to environmental and human tragedies of previously unimaginable scale, monsters have provided form for the gravest of human fears. This course will follow the path of those fears and the forms they assumed from Shakespeare to Jeanette Winterson, stopping along the way for Mary Shelly, Oscar Wilde, Bram Stoker and Kafka. How do monsters emerge from wide spread cultural anxieties, and, how can the critique of such representations lead us to better understandings of our culture, our environment, and ourselves?

Course Objectives:

- Read texts or view films representing major forms, periods, cultures, or nationalities.
- Study literature and modes of rhetorical argument in their social, historical, political, and theoretical contexts.
- Augment critical reading, thinking, and discussion skills developed in introductory courses.
- Learn to incorporate perceptions of literary, political, historical, and cultural contexts into their reading of literature and cultural texts.
- Students will have the opportunity to write in both formative and summative modes: they will be able to practice their critical writing, with formative feedback, and they will also be expected to write high-caliber critical essays or creative responses (or their equivalent) that keep to word limits. They will
- Write a minimum of 15 pages of formal and informal graded prose (4500 words), with one opportunity for revision.
- Develop comparative and contextual thinking and writing skills through papers, quizzes, exams, and active participation in discussion.
- To perform in depth textual analysis and create essays which communicate ideas with a sense of urgency and relevance.
- To be more familiar with current models of how ideas of the monstrous in our time are interacting with those of the environment, and to be capable of interjecting ourselves into those debates in ways that recognize that they are not mere abstractions, rather conversations that have consequence for the future of our planet and our species.

Learning Outcomes:

Students who complete this course will be able to:

- Develop comparative and contextual thinking and writing skills through papers, quizzes, exams, and active participation in discussion.
- Generate engaged and responsive close readings of texts
- Describe and analyze the ways in which texts reflect and help shape wide ranging cultural conditions, particularly, how anxieties about the conditions of our environment come to take form in text, and how the interpretation of those texts can in turn aid understanding of the environment from which they emerge.
- Construct clear spoken and written arguments that demonstrate awareness of purpose and audience

Required Texts:

Macbeth. Shakespeare
Frankenstein. Mary Shelley
The Picture of Dorian Grey. Oscar Wilde
Dracula. Bram Stoker
 “The Metamorphosis.” Franz Kafka
The Stone Gods. Jeanette Winterson

Recommended and supplementary Reading:

The Whole Animal, Wendy Wheeler
 Cyborgs, Simians and Women, Donna Haraway
 Material Ecocriticism, Iovino and Opperman
 Dark Green Religion, Bron Taylor
 Biosemiotics, Jesper Hoffmeyer
 Ecologies of the Moving Image, Adrian J. Ivakhiv
 Botany of Desire, Michael Pollan
 The Machine in the Garden, Leo Marx
 ...And lots more upon request!!

Resources:

- Recommended databases from library website: Oxford English Dictionary Online, JSTOR, Project Muse, Humanities Full Text, FirstSearch, MLA International Bibliography

Requirements:

-Regular attendance and participation 10% Class discussions are at the center of this course; it is essential that you show up on time and contribute to the intellectual climate of the group (this entails keeping up with the reading assignments, taking notes during class and as you complete the readings, posing questions in class, etc.). You are allowed four absences during the course of the semester. Additional unexcused absences will affect your final grade. You cannot pass the class if you miss four classes or more for whatever reason (you must withdraw or you will receive an “F” as a final grade). Please take this into account if you have class trips scheduled or plan to participate in other school-sponsored activities that will require you to miss classes (I will fully support your involvement in these activities so long as you adhere to the class attendance policy). You are responsible for keeping up with class discussions and assignments, so please contact me as soon as possible if you miss a class. If you have questions or concerns about the attendance policy now or at any point in the semester, please do not hesitate to contact me. Absences will be excused upon presentation of a doctor’s note (so long as the total number remains under 4).

-2 essays: 60% of final grade (20% and 30% respectively) 5-6 pages/ 9-10 pages

I will distribute the details of each assignment along with the criteria for assessment well in advance of the due dates. For now (to give you an idea of the goals for each assignment), here is a brief account of the areas of assessment for each essay :

Essay I: An in depth analysis of one of the texts from the first half of the semester particularly addressing an issue of monstrosity in the text. The essay should invoke secondary sources and be properly formatted and cited.

Essay II: An in depth analysis of one of the texts from the second half of the semester particularly addressing an issue of monstrosity in the text. The essay should invoke secondary sources and be properly formatted and cited.

Rough and final drafts of papers must be typed, double spaced, and stapled. Papers turned in late and without prior notice will go down 1/3 of a letter grade per class day (starting with the due date) and will not receive comments.

-Reading Reflections 10%

1/2 page essays that will be written throughout the semester on blackboard.

-Group Article Presentation: 5%

Assignment: I will divide the class into small groups, each of which will be responsible for giving us a presentation on one of the authors or directors mentioned in this course.

-Individual Reading Presentations: 5%

Throughout the semester, each student will be asked to present on a given day about that days reading. Subsequently, they will be expected to guide part of the conversation about that days reading, and to present a series of questions that could be of interest to the class.

-Research project presentation: 5% You will give a brief presentation based on the topic of your research presentation. You will be evaluated on your ability to present your overall argument in a compelling manner and to provide an intriguing example from your research that supports this argument

-Midterm and Final Exam: 15%

-E.mail: Campus and course announcements will often be handles by e-mail. Students should check their "@slu.edu" e-mail regularly.

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.

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.

Trips

Students enrolled in this class must participate and make payment for all mandatory trips/activities. The prices posted on the web are approximate; and the final price will be based on the number of students enrolled on the last day of the Add/Drop period. All students, including those who withdraw from the class after this date, are required to pay these fees, which are non-refundable, unless the trip is cancelled due to low enrollment. Please review SLU-Madrid's trip policies, available [on-line](#).

January	reading	assignment due	class
Wednesday, 10			introductions
Monday, 15	Macbeth Act 1 Jeffrey Jerome Cohen "Monster Culture" 7 theses	response on bb	
Wednesday, 17	Macbeth		group work: idea mapping
Sunday, 21	Last day to drop without W		

Monday, 22	Macbeth	response on bb	article presentation: Lucinda Cole, "Of Mice and Moisture: Rats, Witches, Miasma and Early Modern Theories of Contagion"
Wednesday, 24	Frankenstein		allegory
Friday, 26	Application deadline for Spring semester degree candidates NO CLASS		
Monday, 29	Frankenstein	response on bb	group work: textual analysis
Wednesday, 31	Frankenstein		article presentation: Fred V. Randal, "The Political Geography of Horror in Mary Shelley's <i>Frankenstein</i> "
February			
Monday, 5	Dorian Grey	response bb	
Wednesday, 7	Dorian Grey		article presentation: Elana Gomel, "Oscar Wilde the Picture of Dorian Gray and the (un)Death of the Author"
Monday, 12			conferences
Wednesday, 14			conferences
Monday, 19			review/presentations
Wednesday, 21		paper 1 due 5-6 pages	midterm reflection
Monday, 26	Dorian Grey	response on bb	group work: building a thesis
Tuesday, 27	Professors' deadline to submit midterm grades		
Wednesday, 28	Dracula		metaphor
March			
Monday, 5	Dracula	response on bb	group work: finding and building metaphors
Wednesday, 7	Dracula		article presentation: Sandy Feinstein, "Dracula and Chloral Chemistry Matters"
Friday, 9	Last day to drop a class with W		

Monday, 12	metamorphosis	response on bb	group work: textual analysis
Wednesday, 14	metamorphosis		article presentation: Freud Excerpts
Monday, 19	Laberinto de Fauno		
Wednesday, 21	Laberinto de Fauno		
Monday, 26	NO CLASS		
Wednesday, 28	NO CLASS		
April			
Monday, 2	European Monsters short	response on bb	
Wednesday, 4	Stone Gods Registration for Fall 2018 semester begins		
Monday, 9	Stone Gods	response on bb	group work: idea map
Wednesday, 11	Stone Gods		article presentation, Ursula Heise, "Martian Ecologies and the Future of Nature"
Monday, 16			conferences
Wednesday, 18			conferences
Monday, 23			presentations
Wednesday, 25			presentations
Monday, 30	last day of class		review
MAY			
Wednesday, 2	NO CLASS Dia de la comunidad		
Friday, 4	Final Exam 15:30	Final Paper Due 9-10 pages	Reflection