



New England Writers and the Inspiration of Place

ENGL XXX-XX
Fall 2022
T/TH 4pm-5:15pm
Room
Instructor: Kari Daly
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Office Hours: By Appointment

Course Description: This course focuses on New England writers of the long nineteenth century and the influence of their places of residence upon their novels. How does the place in which one lives consciously or unconsciously influence their work? Though we may be tempted to put a lot of emphasis on biographical material here, I am less interested in the hard facts of these writers' lives than with how a sense of place can seep into one's work. This is an intensive reading course. We will tackle several major New England writers -- Nathaniel Hawthorne, Herman Melville, W.E.B. Du Bois, Harriet Wilson, Mary Wilkins Freeman, and Edith Wharton -- by reading a major work from each and visiting the places that inspired these works. Our site visits will seek to understand both the original inspiration behind the work and also modern interpretations based on the afterlives that are inspired by house museums and historical sites. This course, therefore, is a course in literary study but also an analysis of contemporary arts management and nonprofit preservation.

Required Texts:

Nathaniel Hawthorne (Lenox, MA), *The House of the Seven Gables*
Herman Melville (Pittsfield, MA), *Moby Dick*
Harriet Wilson (Milford, NH), *Our Nig*
W.E.B. Du Bois (Great Barrington, MA), *The Souls of Black Folks*
Mary Wilkins Freeman (Brattleboro, VT), *A New England Nun and Other Stories*
Edith Wharton (Lenox, MA), *Ethan Frome*

Grading:

Multimodal Projects: 50%
Final Paper: 25%
Class Participation: 15%
Reading Responses: 10%

See course assignment sheet for further information.

Participation and Electronic Devices

Class participation in a course such as this one is essential. Students are expected to take part in class discussions, which will be largely guided by written reading responses. Therefore, absences will be taken seriously.

While the use of electronic copies of the texts is acceptable, phones are absolutely forbidden. Use of a phone during class time will result in an automatic F for that day's participation grade. Additionally, you will be expected to either bring a written copy of the text *or* a laptop or tablet (if using an e-book) to *every* class. Students who attend class without either a paper copy of the texts or a laptop/tablet to reference an electronic copy will be given an automatic F for that day's participation grade. Due to the nature of the texts we are reading for this course, use of a phone to reference a text during class is forbidden.

Email and Communications

Please be aware that I frequently use the announcement feature in HuskyCT. You are responsible, therefore, for regularly checking your UConn email, especially if classes are canceled. Note, too, that I will only respond to emails from your official UConn email address.

Writing Center

I strongly encourage you to make use of the Writing Center for your projects. This is a free service and can help you identify weak points in your work. Visit <http://writingcenter.uconn.edu> for more information.

Ethical Scholarship. It is crucial to find and use source legally and ethically. Review and abide by the University's code on academic misconduct (plagiarism and misuse of sources); you will be held responsible for understanding these materials. Anyone found plagiarizing will fail the essay or the course.

Disabilities. If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Center for Students with Disabilities (Wilbur Cross 2013, 860-486-2020). They will determine with you what accommodations are necessary and appropriate and provide me with a letter describing those accommodations. All information and documentation is confidential. Please speak with me if you have concerns.

Details on Course Assignments

Reading Responses: Students are required to submit a 300-600 word response on HuskyCT for each text we read this semester. These can be casual responses, but should be respectful and thoughtful. Mere summaries of the texts we have read will not be accepted.

Multimodal Projects: Students will be expected to complete small multimodal projects based on each of our site visits and share them electronically. These can be in the form of Adobe Spark pages, podcasts, videos, etc. We will discuss these projects in more in detail in person prior to our first site visit. These projects will give the individual student's impression of the site as its own entity and in consideration with the role it plays in the text we are reading. Because these projects represent 50% of the student's grade, it is imperative that students complete all six site visits. Please contact me as soon as possible if you cannot make a site visit with the rest of the class.

Final Paper Assignment

Working Texts:

- A text we have read this semester and the site associated with it

Writing Prompt: You will write magazine-style research paper about your chosen text/site, focusing on a theme that interests you. You may build off of one of your multimodal projects if you like. What, in your opinion, is significant about the relationship between the text and the site? You may also analyze more than one reading/site, but I recommend not using more than two. Utilizing research both about your nineteenth-century text and information about the site you have chosen (either historical or current) write an attention-grabbing article that is accessible to the average reader.

Submission Information

Three separate submissions are required:

1. A 1-2 page explanation of your paper topic. If you're undecided, list the options you're considering. **Due: Thursday, Nov. 14th by class time in the Google Drive 'Final Papers' folder under a folder with your name.**
2. Rough draft (at least 6 pages) is **due Tuesday, Dec. 3rd by class time in the same Google Drive folder.**
3. A final draft of 10-12 pages (or about 3,000-3,600 words) is **due Saturday, December 14th by 11:59:59pm.** This must be uploaded to HuskyCT under "Upload Papers Here!" and must be in Word format (.doc. or.docx). Papers submitted in alternative formats will be counted as late submissions with the consequent penalties.

Evaluation Criteria: Successful papers will present a cohesive argument about the chosen text and site using adequate and relevant research. **At least six secondary sources must be utilized, half of which must come from peer-reviewed sources.** Papers should not merely represent a collection of other research out there, but should represent the writer's own unique theory of the relationship between the text and the site. And, of course, all papers should be in MLA format.