**Adapting Jane Austen**

**English 204**

**Class Time:** TTH 1:30-3:20

**Location:** SMI 305

**Instructor Contact Information**:

**Name:** Nicole Peters

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**Office Hours:** TTH 12:20-1:20

**Office Location:** Padelford B-34

**Course Description**

"The whole of this unfortunate business...has been the result of PRIDE and PREJUDICE...yet this, however, remember: if to PRIDE and PREJUDICE you owe your miseries, so wonderfully is good and evil balanced, that to PRIDE and PREJUDICE you will also owe their termination"

--*Cecilia*, Frances Burney (1782)

This course will take up one of the 19th century’s most well-known authors: Jane Austen. Rather than leaving her in the past as an object of historical study, we will read her novels on both 19th-century terms and our own, while thinking about why we continue to turn to her novels despite their depictions of elite, white, English, and heterosexual characters and themes. In addition to reading Austen’s *Northanger Abbey* and *Pride and Prejudice*, we will look at contemporary reimaginings of the novels that challenge and update Austen’s stories so that they better reflect our own experiences and concerns.

These adaptations include a horror spoof (*Pride and Prejudice and Zombies*), a Young Adult novel (*Pride*), a youtube series (*The Lizzie Bennet Diaries*), and sci-fi time travel story (*The Jane Austen Project*) . We will also turn to films that take up and consider how much we as a culture love to love Austen (and how we might use her 19th-century world to understand our own). While all of these adaptations will elaborate on themes, characters, and plots from the “original” texts, we will pay particular attention to how they challenge genre boundaries, engage the reader, and offer provocative insights and critiques about gender, race, nationalism, literary value, and materiality. At the same time, we will consider how Austen herself adapted, updated, and challenged some of the literary fashions of her time.

This course fills the University of Washington’s “W” Writing Credit. Your writing will include weekly discussion posts, in-class free writes, and two papers.

**Course Goals**

1. Students possess critical reading skills that include the ability to close-read and to analyze literary texts within their particular social, historical and cultural contexts
2. Students can begin to articulate the value of discussing and interrogating literature and popular culture.
3. Students are able to form complex, analytical claims supported with textual evidence in writing about literature and culture

**Required Texts**

*Northanger Abbey*, Jane Austen

*Pride and Prejudice*, Jane Austen

*Pride*, Ibi Zoboi

*The Jane Austen Project*, Kathleen Flynn

\*\*you will also need to print occasionally and rent films for class, so please plan to allocate funds for this.

**Assessment**

**Participation: 25**

**Midterm 25**

**Final 30**

**Discussion/Blog Posts 20**

**Participation**

Please note that this class requires a heavy reading load and only meets two days a week. Your participation during every single class period is essential to your success in this course. If you fall behind in the reading, please come talk to me as soon as possible—do not miss class. Participation scores will be evaluated by your ability to be engaged during every class which means:

1. **showing up on time and prepared every day**
2. **listening actively to classmates**
3. **speaking up during discussions**
4. **participating in group work and peer revision**
5. **completing the required reading--carefully--and passing reading quizzes (should they be necessary).**

**Tentative Reading and Blog Schedule:**

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| **Date** | **Reading** | **Blog/Paper Schedule** |
|  |  |  |
| **Week 1** | Northanger Abbey |  |
| Tues 1/8 | Syllabus Day |  |
| Thurs 1/10 | The Female Quixote Book one; NA: ch 1-5 |  |
| **Week 2** | Northanger Abbey |  |
| Tues 1/15 | NA: ch 6-13 | First Responders (Group 1)Weds: Second Responders (Group 2) |
| Thurs 1/17 | NA: ch 14-21 | Synthesizers (Group 3) |
| **Week 3** | Northanger Abbey |  |
| Tues 1/22 | NA: ch 22-end | First Responders (Group 3)Weds: Second Responders (Group 1) |
| Thurs 1/24 | McDermid NA ch 1-2; NA 2007 film; | Synthesizers (Group 2) |
| **Week 4** | Pride and Prejudice |  |
| Tues 1/29 | PP Vol 1, ch 1-xviii | First Responders (Group 2)Weds: Second Responders (Group 3) |
| Thurs 1/31 | PP Vol 1 xix-Vol 2 vi;Lost in Austen episode 1 | Synthesizers (Group 1) |
| **Week 5** | Pride and Prejudice |  |
| Tues 2/5 | PP: V2 vii-end V2;Lost in Austen episode 2 | First Responders (Group 1)Weds: Second Responders (Group 2) |
| Thurs 2/7 | PP V3 i-viiiLost in Austen episode 3 | Synthesizers (Group 3) |
| **Week 6** | Pride and Prejudice | **Midterm due** |
| Tues 2/12 | PP V3 ix-end;Lost in Austen episode 4 | First Responders (Group 3)Weds: Second Responders (Group 1) |
| Thurs 2/14 | “Cult of Jane Austen,” Lynch; “Sequels,” Lynch; Lizzie Bennet Diaries TBD;  | Synthesizers (Group 2) |
| **Week 7** | Films TBD |  |
| Tues 2/19 | PPZ; “Reading as Poaching,” Michel de certeau;Intro from *Fic: Why Fanfiction is Taking Over the World*, Jamison | First Responders (Group 2)Weds: Second Responders (Group 3) |
| Thurs 2/21 | AustenlandPride | Synthesizers (Group 1) |
| **Week 8** | Pride |  |
| Tues 2/26 | PrideJane Austen Book Club | First Responders (Group 1)Weds: Second Responders (Group 2) |
| Thurs 2/28 | Pride | Synthesizers (Group 3) |
| **Week 9** | The Jane Austen Project? |  |
| Tues 3/5 | *TBD* |  |
| Thurs 3/7 | *TBD* |  |
| **Week 10** |  |  |
| Tues 3/12 | *TBD* |  |
| Thurs 3/14 | *TBD* |  |

Final Project due: Monday 3/18

**\*\*Please note:** This schedule is tentative and will likely be shifted and changed in order to meet class/student needs. I reserve the right to add/delete assignments and readings as I see fit.

**Weekly Blogging Prompt**

 Our course blog is an extension of our in-class learning community. It’s a place where you can track your reading process and work through thoughts, reactions, and questions in informal, low-stakes writing. Your blog posts should be coherent and proofread, but you don’t need to have a fully formed thesis. In fact, you may find that you raise more questions than you answer in your weekly writing (and that’s great!). You’ll also find that your classmates’ ideas and interpretations can serve as catalysts for your own analysis later in our formal writing assignments. In addition to the assigned reading for each class period, you should also keep up with the blog and come to class prepared to incorporate some of the blog material into our in-class discussions. You do not need to read every single comment, but rather skim most, and read several posts that interest you more closely. Our class will be divided into three different teams. Each post, whether you’re a first reader or respondent, **should be 300 words minimum** and quote directly from the text. Each week, you need only fulfill one role on the blog:

**First Readers**: post initial reactions and insights that lead into **at least one discussion question** by the start of class Tuesday. Quote from the text at least once.

**Second Responders:** build upon, challenge, or clarify first readers’ posts by midnight on Wednesday. Quote directly from a classmate’s post, and point to at least one specific passage from that day’s reading.

**Third Synthesizers:** no writing on the blog required, but you should read several of your classmates’ posts (3-4) that interest you. You are reading more closely to make connections and raise new questions. **Take notes and be prepared to contribute to class discussion.**

I understand that in college, life happens and midterms/workloads can catch up to you. Therefore, during the quarter you may choose to skip your role as First Reader or Second Responder ONE TIME. Just post a comment on that week’s blog stating that you are using up your freebie.

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| **Rubric for Blog Posts** |
| 3 | Excellent--The post is focused and coherently integrates examples with explanations and analysis. The post asks a thoughtful and complex question about the text and reflects in-depth engagement with the topic.  |
| 2 | Underdeveloped--The post is mostly description of summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic. |
| 1 | Limited--The post is unfocused, or simply restates previous comments, and displays no evidence of student engagement with the topic. Alternatively, post is incomplete and does not meet word minimum |
| 0 | No credit--The post is missing, late, or consists of one or two disconnected sentences. |

**Late Policy**

Papers are due when they are due--please turn them in on time. For each day a paper is late, you will lose half a grade point and late papers will not receive written feedback. This means that if you turn a paper in two days late and earn a 3.5, it becomes a 2.5. If you feel that you are unable to meet a paper deadline, please contact me 48 hours in advance to request an extension. I do not guarantee that I will give you an extension, but we can try to work something out.

**Academic Integrity Clause**

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing--as long as you cite them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

**Zero Tolerance Policy**

Racism, sexism, homophobia, and other forms of discrimination and bias are hurtful and unacceptable. There is no tolerance for words, speech, behavior, actions, or clothing/possessions that insult, diminish, demean, or belittle any individual or group of persons based on race, ethnicity, religion, gender, sexual preference, ability, economic class, national origin, language, or age. Academic freedom, freedom of speech, and freedom of discourse DO NOT protect racism or other acts of harassment and hate. Violations of this Zero Tolerance Policy may result in removal from the classroom and actions governed by the student code of conduct will be taken.

**Accommodations Clause**

If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. This syllabus is available in large print, as are other class materials. More information about accommodation may be found at <http://www.washington.edu/students/drs/>.

**Writing Resources:**

* [Odegaard Writing and Research Center](http://depts.washington.edu/owrc/) offers free tutoring to all UW students by appointment as well as free targeted tutoring for English language learners in composition courses. You can sign up for an appointment here: http://depts.washington.edu/owrc/signup.php
* [CLUE](http://depts.washington.edu/clue/index.php), The Center for Learning and Undergraduate Enrichment, offers free drop-in tutoring for all UW students.
* The [Instructional Center](http://depts.washington.edu/ic/graphics/location.php?style=graphics) offers free drop-in tutoring for all UW undergraduates affiliated with the Office of Minority Affairs and Diversity.
* [Student-Athlete Academic Services](http://www.gohuskies.com/recruits/academic-services.html) offers academic support to UW student-athletes.
* Check with individual departments to see if they have a writing center or suggested writing tutors.