

Professor Francus
English 387W: Jane Austen and Popular Culture
Spring 2017
G-11 Woodburn Hall
Tuesdays and Thursdays, 1:00-2:15
Office: 227 Colson Hall
Office Hours: Tuesdays and Thursdays, 10:00-11:30, and by appointment
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Course description:

In *Jane Austen and Popular Culture*, students will focus on three of Austen's novels—*Pride and Prejudice*, *Emma*, and *Persuasion*—and the many manifestations of these works, and of Austen herself, in contemporary culture. Students will study the relationship between the traditional canon and popular culture, the status of female authorship and female audiences, gender codes of the past and present, and the rise of chick lit.

Course Objectives:

- To introduce students to popular culture studies in light of the traditional canon.
- To evaluate gender studies across time and cultures.
- To introduce students to literary research methods.
- To practice in critical thinking and writing about literature, with an emphasis on multiple interpretations and theories.
- To provide practice in academic writing, with an emphasis on writing as an intellectual process, and the integration of research into writing.

Expected Learning Outcomes:

At the end of this course, students should be able to:

- Identify and analyze the methods of literary and cultural appropriation and cultural circulation.
- Analyze representations of gender in different times and cultures.
- Develop a thesis about a literary or cultural text, and support that thesis with evidence.
- Engage in primary research on literary and cultural topics.
- Draft, edit, and write an extended analysis of a literary or cultural text.
- Analyze scholarship, and integrate research into writing, according to the conventions of academic discourse.
- Recognize and develop multiple analyses for a single literary or cultural text.

English 387W fulfills the gender/multicultural/transnational requirement for the English major, elective requirements for the English major and minor, the Women's and Gender Studies major and minor, and the "W" writing requirement for the University.

Please note: English 101 and English 102 (or equivalents) are not prerequisites for English 387W, but they will enable your success in this course.

Course Schedule:

January 10	Introduction	
January 12	Austen, <i>Pride and Prejudice</i> Article: Edward Copeland, "Money"	
January 17	Austen, <i>Pride and Prejudice</i>	
January 19	Austen, <i>Pride and Prejudice</i>	Book Review Analysis Due
January 24	Austen, <i>Pride and Prejudice</i> Article: Nora Foster Stovel, "Famous Last Words"	
January 26	Austen, <i>Pride and Prejudice</i> Article: Claudia Johnson, "Pride and Prejudice and the Pursuit of Happiness"	Honors: Reflection Statement/Letter Exercise Due
January 31	Baker, <i>Longbourn</i>	Draft of Scholarship Analysis Assignment due
February 2	Baker, <i>Longbourn</i>	
February 7	Baker, <i>Longbourn</i>	Peer Response Due Honors: Reflection Statement/Perspective Exercise Due
February 9	Baker, <i>Longbourn</i>	
February 14	Fielding, <i>Bridget Jones's Diary</i>	Scholarship Analysis Assignment due
February 16	Fielding, <i>Bridget Jones's Diary</i>	
February 21	Fielding, <i>Bridget Jones's Diary</i>	Honors: Reflection Statement/Transposition Exercise Due
February 23	Chadha, <i>Bride and Prejudice</i>	
February 28	Su and Green, <i>Lizzie Bennet Diaries</i>	
March 2	Steers, <i>Pride, Prejudice, and Zombies</i>	Draft of Popular Culture Analysis Assignment due
March 7	Spring Break	
March 9	Spring Break	
March 14	Austen, <i>Emma</i>	Proposal for Research Essay due/Peer Response Due
March 16	Austen, <i>Emma</i> Review, Sir Walter Scott, "Emma; A Novel"	
March 21	Austen, <i>Emma</i>	Popular Culture Analysis Assignment due
March 23	Austen, <i>Emma</i>	

March 28	Austen, <i>Emma</i>	
March 30	Heckerling, <i>Clueless</i>	
		Article: Devoney Looser, "Feminist Implications of the Silver Screen Austen"
April 4	Austen, <i>Persuasion</i>	
April 6	Austen, <i>Persuasion</i>	Draft of Research Essay due
April 11	Austen, <i>Persuasion</i>	
April 13	Jarrold, <i>Becoming Jane</i>	
		Article: Dianne Sadoff, "Marketing Jane Austen at the Megaplex"
April 18	Class Canceled	
April 20	In-Class Writing Workshop	
April 25	Fowler, <i>The Jane Austen Book Club</i>	
April 27	Zeff, <i>Lost in Austen</i>	
May 2	Research Essay Due via e-mail (minimum 10 pages)	

Course schedule may change at the instructor's discretion.

Course Texts:

Austen, Jane. <i>Emma</i> (1815)	<i>Becoming Jane</i> (2007)
Austen, Jane. <i>Persuasion</i> (1817)	<i>Bride and Prejudice</i> (2004)
Austen, Jane. <i>Pride and Prejudice</i> (1813)	<i>Clueless</i> (1995)
Baker, Jo, <i>Longbourn</i> (2013)	<i>The Lizzie Bennet Diaries</i> (2012-13)
Fielding, Helen. <i>Bridget Jones's Diary</i> (1996)	<i>Lost in Austen</i> (2008)
Fowler, Karen Joy. <i>The Jane Austen Book Club</i> (2004)	<i>Pride, Prejudice, and Zombies</i> (2016)

All books are available in the WVU Bookstore.

Lost in Austen and *The Lizzie Bennet Diaries* are available online on youtube (www.youtube.com) for free; *Bride and Prejudice* and *Clueless* are available on Amazon Video and youtube for a small fee; *Becoming Jane* is available on Netflix and Amazon Video for a small rental fee; *Pride, Prejudice and Zombies* is available on Amazon Video, STARZ, and youtube for a fee.

I have copies of the following films, if you would like to borrow them for your research:

<i>Austenland</i> (2013)	<i>Mansfield Park</i> (1999) – VHS
<i>Becoming Jane</i> (2007) – DVD	<i>Northanger Abbey</i> (1987) – DVD, VHS
<i>Bride and Prejudice</i> (2004) – DVD	<i>Persuasion</i> (1971) – DVD
<i>Bridget Jones's Diary</i> (2001) – DVD	<i>Persuasion</i> (1996) – VHS
<i>Clueless</i> (1996) – DVD, VHS	<i>Pride and Prejudice</i> (1940) – DVD (Olivier/Garson)
<i>Emma</i> (1972) – DVD (Godwin)	<i>Pride and Prejudice</i> (1985) – DVD, VHS (Garvie/Rintoul)
<i>Emma</i> (1996) – DVD, VHS (Paltrow)	<i>Pride and Prejudice</i> (1995) – DVD, VHS (Firth/Ehle)
<i>Emma</i> (1996) – VHS (Beckinsale)	<i>Pride and Prejudice</i> (2003) – DVD (Heskin/Seale)
<i>Emma</i> (2010) – DVD (Garai)	<i>Pride and Prejudice</i> (2005) – DVD (Knightley/Macfayden)
<i>The Jane Austen Book Club</i> (2007) – DVD	<i>Pride, Prejudice, and Zombies</i> (2016)
<i>Lost in Austen</i> (2008) – DVD	<i>Sense and Sensibility</i> (1981) – DVD (Richard/Childs)
<i>Mansfield Park</i> (1986) – DVD	<i>Sense and Sensibility</i> (1995) – DVD, VHS (Thompson/Winslet)

Course Requirements:

You will be expected to keep up with the course readings and film viewings, attend and participate in class, bring the text(s) that will be discussed to class, submit your assignments on time, and to check your MIX e-mail daily.

Book Review Analysis. In this brief (~2 page) assignment, you will be asked to read a 19th-century review of an Austen novel, and develop a thesis about the review and/or the state of book reviewing in Austen's time. The goals of this exercise are to help you learn to evaluate mechanisms of cultural assessment, and to give you practice engaging in and evaluating critical thinking and writing.

Scholarship Analysis. For this assignment, you will write a short essay (~5 pages) in which you analyze a recent scholarly article on *Pride and Prejudice* (note: I will provide a list of scholarly articles for you). You will be expected to develop a thesis about the article, and support your thesis with evidence. (Note: please do not summarize the article in your essay). You will be asked to submit a draft of your essay and a final version. If you do not submit a draft, your grade on the final assignment will be lowered one full letter grade. Please note that you will receive comments on your draft from me within a week of submission, and that you will have at least a week to edit your draft before submitting the final version. You will also receive (and give) feedback to your peers on their drafts. The goals of this assignment are to familiarize you with the conventions of academic writing, and to practice your critical thinking and writing skills.

Popular Culture Analysis. In this assignment, you will write a short essay (~5 pages) in which you analyze a scene from one of the recent film adaptations of Austen's novels. You will be expected to develop a thesis about the scene, and support your thesis with evidence, and engage in primary research. (Note: please do not summarize the scene in your essay). You will be asked to submit a draft of your essay and a final version. If you do not submit a draft, your grade on the final assignment will be lowered one full letter grade. Please note that you will receive comments on your draft within a week of submission, and that you will have at least a week to edit your draft before submitting the final version. You will also receive (and give) feedback to your peers on their drafts. The goals of this assignment are to provide practice in choosing a topic (and setting parameters of analysis), in working with adaptations and film as cultural media and manifestations of cultural appropriation, in locating and incorporating scholarly sources in your writing, and to further practice critical thinking and writing skills according to the conventions of academic writing.

Peer Responses. You will be asked to read and write a response to a peer's draft of the scholarship analysis essay and the popular culture essay. Your written response (1-2 pages) should assess the draft in light of the parameters of the assignment, identify the strengths of the draft, and make suggestions for further improvement. This assignment provides practice in peer review, editing, and responding to commentary.

Research Essay. In your final assignment, you will write an extended essay (~10 pages) in which you analyze Jane Austen in contemporary culture. You may choose to focus on sequels to Austen's novels, modern versions of Austen's novels, Austen in film, Austen fan fiction, Austen products, etc. You will be expected to develop a thesis, and support your thesis with evidence, and engage in primary research. You will be asked to submit a proposal, a draft of your research paper and a final research paper. If you do not submit a draft, your grade on the final assignment will be lowered one full letter grade. Please note that you will receive comments on your draft within a week of submission, and that you will have more than a week to edit your draft before submitting the final version. The goals of this assignment include providing practice in choosing a topic (and setting parameters of analysis), thinking critically and analytically about popular culture; integrating research into your writing, and practicing writing skills according to the conventions of academic writing.

Reflection Statements (Honors). A short (1-2 page) response to an in-class exercise that will allow you to extrapolate and theorize the issues raised by the exercise and the course. This assignment provides practice in abstract and inductive thinking.

Essay Submission to JASNA Writing Contest (Honors). Honors Students are expected to submit a version of the final essay to the Jane Austen Society of North America (JASNA)'s annual essay contest. The contest website is <http://jasna.org/essaycontest/>. As the website notes:

“In keeping with the theme of our annual meeting, “Jane Austen in Paradise: Intimations of Immortality,” JASNA is looking for essays that address the following:

Imagine that you are adapting an Austen novel for stage or film. What elements might you be tempted to change—especially for a modern audience—that should not be tampered with if the integrity of the work is to be preserved? These elements could be scenes, characters, dialogue or something else. Explain why they are so crucial to the novel. How does what can and cannot be changed shed light on Austen’s popularity and influence?

The [Submissions](#) page includes important rules about format and submission of essays and a link to the official Essay Contest entry form. Entries must be submitted online by **May 21, 2017.**”

Grading:

The Book Review Analysis will count for 10% of your final grade; the Scholarly Analysis and the Popular Culture Analysis will each count for 25% of your final grade; the Research Essay will count for 40% of your final grade. Your research essay proposal, your drafts, and your peer responses are required but ungraded.

For Honors Students: The Book Review Analysis will count for 5% of your final grade; the three Reflection Statements will count for 15% of your final grade; the Scholarly Analysis and the Popular Culture Analysis will each count for 20% of your final grade; the Research Essay will count for 40% of your final grade. Your research essay proposal, your drafts, your peer responses, and your submission to the JASNA writing contest are required but ungraded.

Class participation will be taken into consideration for students with borderline grades. If a student’s final grade falls between a B and a B+, and the student has been an active, insightful class participant, the student will receive a B+ for the course. This policy only holds for final grade calculations, and only raises the student’s borderline grade to the next immediate grade level (so a B will not be raised to an A- or an A based on class participation).

Grading Criteria:

A (90-100) – Excellent work; the assignments for this course have been completed in a professional and timely manner. The written assignments are clearly organized, choose compelling evidence to substantiate the analysis, and engage with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions.

B (80-89) – Good work; the assignments for the course have been completed in a professional and timely manner. The written assignments show substantial engagement with the subject at hand, but the analysis is either partially incomplete, involving weak evidence, or manifests some difficulty with organization. Written work requires substantive revisions, but few or no stylistic ones.

C (70-79) – Average work; the assignments for the course have been completed, but not necessarily in a professional or timely manner. The written assignments show effort by the student, but the analysis is incomplete, includes inappropriate evidence (or a lack of evidence), or shows significant difficulties with organization. Written work requires significant substantive or stylistic revisions.

D (60-69) - Less than average work; the assignments for the course have not been completed in a professional or timely manner. The written assignments show a lack of effort on the part of the student, and a lack of engagement with the assignment. Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary.

F (<59) – Inadequate work; the assignment has not been completed. Written assignments, when submitted, show a lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the

course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible.

Submission of Assignments:

1. All assignments must include the appropriate heading: name, course title, instructor's name, assignment name, and date. Please include page numbers on all assignments longer than one page.
2. Your papers should be typed (11 or 12 point font), with sufficient space in the margins for comments. (One-inch margins will do). Papers should be double-spaced.
3. Your papers should reflect careful reading and thinking about your subject. Do not summarize the plot of a work or rephrase your class notes in your course assignments.
4. It is highly recommended that you keep a photocopy or a back-up of every assignment that you hand in.
5. Hand in papers on time. Late submissions will receive a lower grade unless the student has a viable reason (such as illness, familial emergency) for his/her lateness, **and** has notified me within 24 hours of the original due date. Your grade will be lowered a fraction for every day your work is late (ex. B to B- for one day late).
6. **Use** the Editing Guidelines and Stylesheet. They will help you hone your critical thinking and writing skills, and strengthen your essays. Please keep in mind that there are resources at the University in addition to yours truly to help with your writing, including the Writing Studio (this semester in Hodges 202; hours: M-Th, 10:00-5:00, Fridays, 10:00-3:00; phone: 304-293-5788), and the Term Paper Clinic in Wise Library.

Professional Responsibility:

1. Class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Attendance will be taken at the beginning of every class. You are granted a maximum of three absences during the course of the semester before absenteeism affects your grade. If you accumulate seven absences (excused and unexcused), you will not pass this course.
2. It is your responsibility to contact me regarding your absences. If you disappear—that is, if you miss class for three, four, five sessions in a row, or more—it is not my responsibility to find you.
3. If you send me an e-mail, I will respond within 24 or 48 hours. If I have not responded to you in that time, it means that I have not received your posting. **Please e-mail me again.** Note: When communicating via email, please write in a professional, courteous manner. Your email should have a salutation (e.g. hello, dear, etc. and the addressee's name), a closing with a signature (e.g. thank you, regards, etc. and your name), and contents that follow the rules of grammar, syntax, and punctuation. You are professional students, and should engage in the conventions of professional correspondence.
4. Please come to class on time. Do not leave in the middle of class; it is distracting and disrespectful. Do not schedule appointments (medical, advising, etc) during class time.
5. Please turn off all electronic devices during class, unless asked to use them for an in-class assignment.
6. Class participation contributes significantly to student success. Participation involves reading (or in some cases, watching) the course materials in advance, coming to class on time, being ready to discuss the course texts, asking questions, listening and responding to your classmates, and contributing your knowledge and thoughts.
7. Should you need assistance during a time of difficulty or crisis, please contact the Office of Student Life in E. Moore Hall, 304-293-5811.

Adverse Weather Commitment:

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible, using MIX, Gmail, and/or eCampus to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

Academic Dishonesty:

West Virginia University's definition of academic dishonesty is available in Student Conduct Code (<http://campuslife.wvu.edu/r/download/220286>), pages 6-7:

“Academic dishonesty. The term “academic dishonesty” means plagiarism; cheating and dishonest practices in connection with examinations, papers, and/or projects; and forgery, misrepresentation, or fraud as it relates to academic or educational matters.

- 1) The term “plagiarism” means the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment, including, but not limited to, the unacknowledged use of materials prepared by another individual engaged in the selling of term papers or other academic materials.
- 2) The terms “cheating and dishonest practices in connection with examinations, papers, and/or projects” means (i) giving or receiving of any unauthorized assistance in taking quizzes, tests, examinations, or any other assignment for a grade; (ii) depending upon the aid of sources beyond those authorized by the instructor in quizzes, tests, examinations, writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) the acquisition or use, without permission, of tests or other academic material belonging to a member of the University faculty or staff; or (iv) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
- 3) The terms “forgery, misrepresentation, or fraud as it relates to academic or educational matters” means (i) wrongfully altering, or causing to be altered, the record of any grade or other educational record; (ii) use of University documents or instruments of identification with the intent to defraud; (iii) presenting false data or information or intentionally misrepresenting one's records for admission, registration, or withdrawal from the University or from a University course; (iv) knowingly presenting false data or information or intentionally misrepresenting one's records for personal gain; (v) knowingly furnishing the results of research projects or experiments for the inclusion in another's work without proper citation; or (vi) knowingly furnishing false statements in any University academic proceeding.”

WVU Academic Integrity Statement:

“The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at <http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.”

Please note the WVU's Sale of Course Material Syllabus Statement: “All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other materials provided to students for this course are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Campus Student Code.”

Inclusivity Statement:

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.