



New England Writers and the Inspiration of Place

ENGL XXX-XX
Fall 2022

Class Details

T/TH 4pm-5:15pm

Room: TBD

Instructor: Kari Daly

Email: kari.daly@uconn.edu

Office: Austin 155

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

We will be using a grading contract for this class. In a grading contract, your grade is calculated entirely on the basis of what you do – on your labor, your conscientious effort and participation. Additionally, your grade is not about your writing ability, your camera skills, your html knowledge, your love of reading, etc. Instead, this course assigns grades in such a way that foregrounds your active participation, engagement, and sustained effort as a student. For details on the grading contract, please see the last page of this syllabus.

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.

Accommodations

It is important to me that all students have the tools and resources necessary to be successful in this course. I have worked to ensure that this class is as accessible as possible for all students, incorporating UDL, multimodal texts, accessible content, and flexible deadlines and schedules. I am dedicated to meeting any accommodation requests, whether or not you are registered with UConn's Center for Students with Disabilities. I am also always learning, so I encourage you to approach me at any time with suggestions or requests for ways to make this class more accessible.

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 Project Assignment

Working Texts:

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

Writing Prompt: In groups, students will create a themed website for a chosen text utilizing scholarly and public-facing research about both the chosen text and the site associated with it. What, in your opinion, is significant about the relationship between the text and the site? This website should comprised of:

- A home page
- An about page (Who has created this site? What is the project of the site?)
- A prior multimodal project from the semester (if using the work of a student outside the group, be sure to get permission first)
- A statement of goals and choices in composing the project
- A Works Cited page
- An additional page of the group's choice

Groups may analyze more than one reading/site if they like, but I recommend not using more than two.

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.

Grading Contract

Why do a grading contract?

So, why are we doing a grading contract this semester? For students, grades tend to produce a sense of uncertainty and anxiety. With our grading contract, you -- the student -- have more control over how you are evaluated in this course, as you can set the terms of the contract alongside your peers and you can make informed decisions about completing and submitting work in this course. Studies have found that contract grading tends to produce more interesting work, as students feel more freedom to submit creative or unconventional projects. Grading contracts also minimize systemic or personal implicit biases (e.g. related to language use, identity, political beliefs). In short, the decision to make use of contract grading for our course this semester was done because I think it's best for learning and for creating an equitable and just classroom.

Proposed Grading Contract:

Grade	# Missed Class Activities	# Missed Site Visits	# Missed Journal Entries	# Missed Multimodal Projects	#Late Assignments (Class Activities, Multimodal Projects)
A	0-2	0	0-2	0	0-3
B	2-4	1	2-3	0	3-6
C	5	2	3-4	1	6-8
D	6	3	4-5	2	7-9
F	6+	3+	5+	2+	9+

I've proposed a grading contract based on my values as an instructor -- that is, **engagement** (completing assignments) and **consideration** (completing assignments on time, when possible). I've also attempted to prioritize **flexibility** by giving room for error, tardiness, incompleteness, etc. while still making commitments to high standards for our course.

How does this contract work?

Using this contract, your grade is determined by the *lowest listed score*. So, if you have 0 missed class activities and assignments but miss 3 journal entries, your baseline grade would be a "B."

This contract is negotiable on a class-wide basis. I will check in mid semester to see how we feel about it. If you have concerns prior to or after that point, please let me know and we can see if the class would like to renegotiate.