Senior Seminar (ENGL 4335) Dr. Fowler

Animals in Literature Office: Irby 412

Fall 2017 Hours: MWF 11-12; 1-3

T Th 9:25-10:40 (CRN 16221) T Th 10:45-11:45

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**Texts:** Shakespeare *The Tempest* (Dover)

 Wells *The Island of Dr. Moreau* (Dover)

 Orwell *Animal Farm* (Signet)

 Kafka *The Metamorphosis* (Penguin)

 *The Norton Anthology of English Literature,* Vols. C-F, 9th ed. (Norton: optional)

Selections from the Norton anthology are designated with a “^” on the syllabus. You will also receive a series of e-file readings throughout the semester. Bring either a printed hard copy or electronic copy to class with you on the days such texts are assigned. These texts are designated with an asterisk (\*) on the syllabus.

**Course Description:** As stated in the Undergraduate Bulletin, this is a “[r]equired capstone course for English majors in their senior year that may also satisfy upper-division genre or elective requirements. Others may enroll with permission of instructor. This variable-topics course crosses cultural, period, or genre lines. Students assemble a portfolio that demonstrates mastery of the course topic and reflection on the progress and culmination of their undergraduate literary studies.” This version of the course—crossing cultural, period, *and* genre lines—will offer a wide-ranging survey as it deals with animals in literature. Some literary animals serve as stand-ins for human character types; others provide an opportunity for reflection, or are appreciated as non-human beings in their own right. In general, animals are like numerous faces of Nature, and in working out relations with the (rest of the) animal kingdom, humans define their own place in the scheme of things. A major theme of the course will be that of dominance vs. coexistence, the former viewpoint being much more prevalent than the latter. The human sense of superiority and ordained natural authority underlying the assumption of dominance seems to link such attitudes as speciesism, racism, and sexism. Thus, animal studies in literature spiral out into any number of spiritual, political, social, and cultural concerns.

**Course Objectives:** Students taking this course will

• survey the literary treatment of human/animal relations from classical to modern times, including the

 erosion of that binary;

• see how the course topic branches out into a wide range of related subject matter;

• use the course topic as a means of reflecting on other literature with which they are already familiar;

• deliver an oral report on a specific subtopic in the field;

• write a research paper on a particular text or theme in the course;

• demonstrate detailed, synthetic knowledge of the assigned texts on exams;

• present a portfolio that reflects their growth as English majors.

**Course Schedule:**

*Human Dominion Narratives*

8/29 Bible: Gen. ch. 1-2; 9:1-4\* [Israel]

 **Hollander:** “Adam’s Task”\* [America]

 **Ovid:** from *Metamorphoses*, “The Creation,” “The Flood,” “Deucalion and Pyrrha”\* [Rome]

*Dominion Reconsidered*

8/31 **Coleridge:** “The Rime of the Ancient Mariner”^ [England]

 **Lawrence:** “Snake”^ [England]

 **Kumin:** “Woodchucks”\* [America]

9/5 **Montaigne:** *In Defense of Raymond Sebond*, ch. 2, “Man and the Lower Animals”\* [France]

 **Auden:** “Their Lonely Betters”\* [England]

 **Stafford:** “Traveling through the Dark”\* [America]

9/7 **Silko:**  “Landscape, History, and the Pueblo Imagination”\* [Native America]

*Animals in Fable, Romance, Satire, Allegory, et al.*

9/12 *Consider the Ant (Fable and Fact)*

**Aesop:** “The Ants and the Grasshopper”\* [Greece]

 from *The Panchatantra*: “The Snake and the Ants”\* [India]

 **La Fontaine:** “The Pigeon and the Ant”\* [France]

**Thoreau:** excerpt from *Walden*\*[America]

 {Report: Aesop, *The Panchatantra*, Jean de La Fontaine}

9/14 *Medieval and Modern Bestiaries*

**White:** from *The Book of Beasts* (translation of Anglo-Latin bestiary)*,* entries on Beaver, Ant,

Ostrich\* [England]

 **Moore:** “He ‘Digesteth Harde Yron’”\* [America]

 **Hughes:** “An Otter”\* [England]

9/19 **Shakespeare:** *The Tempest,* acts 1-3 [England]

9/21 acts 4-5

9/26 **Browning:** “Caliban upon Setebos”^ [England]

9/28 **Césaire:** excerpt from *A Tempest*\* [Martinique]

 {Report: Césaire’s Anticolonial *Tempest*}

10/3 **[Take-Home Exam #1 due]**

**Swift:** *Gulliver’s Travels*, Part 4, ch. 1-6^ [Ireland]

10/5 ch. 7-12^

10/10 **W u Ch’êng-ên:** from *Monkey*, ch. 8\*[China]

10/12 excerpt from ch. 25\*

10/17 **[Passage Quiz #1]**

10/24 **Orwell:** *Animal Farm,* ch. I-VI [England]

 {Report: Stalinist Russia}

10/26 ch.VII-X

*Metamorphoses*

10/31 **[Take-Home Exam #2 due]**

**Homer:** from *The Odyssey*, Bk. X, Circe episode\* [Greece]

 **Ovid:** from *Metamorphoses*, “The Story of Actaeon,” “The Story of Tereus, Procne, and

 Philomela”\* [Rome]

{Report: Apuleius’s *The Golden Ass*}

11/2 **Dante:** from *The Inferno*, Cantos XXIV-XXV\* [Italy]

11/7 **Wells:** *The Island of Dr. Moreau*, ch. 1-14[England]

 {Report: Late Victorian Movements against Vivisection and Cruelty to Animals}

11/9 ch. 15-22

 {Report: Current Animal-Rights Movements: PETA, etc.}

11/14 **Kafka:** *The Metamorphosis*, ch. I-II [Czechoslovakia]

 {Report: Darwinian and Freudian Elements in *The Metamorphosis}*

11/16 ch. III

*Bestiality*

11/21 **[Research Papers due]**

**Ovid:** from *The Art of Love*, section on Pasiphae and the Bull\* [Rome]

 **Bradford:** from *Of Plymouth Plantation,* Book II, Ch. XXXII, [A Horrible Case of

 Bestiality]\* [America]

 **Dickey:** “The Sheep Child”\* [America]

 {Report: Bioengineering Prospects of Splicing Human and Animal Genes}

*Americans on the Hunt*

11/28 **Cooper:** from *The Pioneers*, ch. XXII-XXIII\* [America]

 **Perrin:** “Forever Virgin: The American View of America”\* [America]

 {Report: Animal Extinctions in America}

11/30 **Melville:** from *Moby Dick*, ch. 41 (“Moby Dick”), ch. 135 (“The Chase–Third Day”)\* [America]

 {Report: Nineteenth-Century American Whaling}

12/5 **[Portfolios due]**

**Jewett:** “A White Heron”\* [America]

 **Hemingway:** “The Short Happy Life of Francis Macomber”\* [America]

 {Report: Hemingway as Hunter and Fisher}

12/7 **Faulkner:** “A Bear Hunt”\* [America]

**[Passage Quiz #2]**

**Graded Assignments:** The two semester exams and final exam will be worth 100 points apiece. You will also take two objective, passage-based quizzes, each worth 50 points. Your oral report will count for another 50 points. In addition, you will be presenting a portfolio (handout to follow) of your career as an English major worth 100 points. Finally, you will be writing a research paper (yet another handout to follow) worth 150 points. Thus, the total raw score for the course will be 700 points. I will convert your accumulated points to a number on a 100-point scale, then assign a letter grade in accordance with the following breakdown: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59. I will round up average scores within a half-point of the next higher letter grade (e.g., an average of 79.5 would earn you a B).

**Missed/Late Assignments:** If you miss a semester exam or quiz, it is your responsibility to contact me prior to the next class session and arrange to submit/take it. If for some very good reason you miss the final exam (Tues., Dec. 12: 8-10 a.m.), you must contact me and arrange to take it by Wednesday of finals week (medical emergencies excepted). I reserve the right to assign a score of zero on the assignment if you fail to meet these rescheduling requirements.

My paper and portfolio deadlines are firm. A late one will be penalized a letter grade per calendar day.

**Attendance:** You may miss up to three class sessions, whatever your reasons. If you exceed that limit, you will either have to drop the course or be dropped by me. This semester your deadline for dropping a class with a “W” is Fri., Nov. 10. You may not leave class early; if you do so, you will be counted absent. If you arrive after I have taken roll or without the day’s text, you will receive a half-absence penalty. Please do not bring children to class. Turn off all beeping gadgets at the door.

**Course Announcements:** Now and then I will send an informational e-mail to your Cub address, so do periodically check your account.

**Course Evaluations:** The faculty and administration at UCA value your feedback on the quality of classroom instruction, course content, and student learning. Do exercise your right to be heard on such matters. When notified that the evaluation period has begun, click on the provided link, or log on to myUCA and click “Essentials” on the top bar, following the link from “Current Students” to “Course Evaluations.”

**Academic Integrity Statement:** “The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the

university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.”

Cheating in any form is a serious academic transgression. Plagiarism, a form of fraud, occurs when you present someone else’s ideas or language as your own, intentionally neglecting to give due credit. Instructors are required to report all cheating infractions, and the university keeps a record of confirmed charges. The administration considers this record when imposing university penalties for cheating (e.g., suspension, expulsion).

**Building Emergency Plan:** “An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.”

In the event of a fire alarm, proceed immediately to either stairwell and exit the building through the north or south doors, assembling near the fountain in front of Irby. In case of a tornado threat, again use the stairwells–*not* the elevator–and assemble in the first-floor hallway; if the hallway is full, stay in the stairwells. Should there be a shooter on campus, we’ll stay in the classroom, shut the blinds, turn off the lights, and barricade the door.

**University Policies:** As a student member of the university community, you should be familiar with your rights and responsibilities. You can find university policies regarding such matters as academic and personal conduct (including sexual harassment) in the *Student Handbook.*

**Title IX Disclosure:** “If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved.  Any allegations made by a student may or may not trigger an investigation.  Each situation differs, and the obligation to conduct an investigation will depend on [the] specific set of circumstances.  The determination to conduct an investigation will be made by the Title IX Coordinator.  For further information, please visit: <https://uca.edu/titleix>. Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.”

**Disabilities Statement:** “The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need accommodation under this act due to a disability, contact the Disability Resource Center at 450-3613.”