

English 232 – Madness & Romanticism
Fall 2008, San José State University
Thur 7-9:45pm, Rm. Clark 111

Dr. Katherine D. Harris

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COURSE DESCRIPTION

“Hail, awful Madness, hail!” – Thomas Penrose, “Madness” (1775; 1808)

According to Thomas Arnold, in *Observations Concerning . . . Madness* (1782-86) “[s]ome of the most powerful causes of . . . Insanity are –*religion,–love,–commerce,* and the various passions which attend the desire, pursuit, and acquisition of riches, –*every species of luxury,–and all violent and permanent attachments whatever*” (15, 25). By 1798, the definition of madness was revised to include the social, political and cultural upheaval that was caused by the Industrial Revolution and the disintegration of Enlightenment reason. Advances in science and technology as well as experimentation in literary genres signaled this change and the acceptance of insanity as a medical condition sparked a debate about the disease’s victims and society’s responsibility. In other words, madness became a disease caused by all facets of British society. In this course, we will investigate the demarcations of madness in poetry, novels, short stories and historical accounts published 1780 to 1837. We will begin with Arnold’s *Observations* and literary accounts of that famous insane asylum, Bedlam/Bethlem. Arnold proposes that the British are more susceptible to madness (or insanity) because its citizens are allowed to better themselves by “acquiring opulence.” This, in turn, gives “birth to the desires, fears, anxieties, disappointments, and other affections which accompany the pursuit, or possession, of riches” (21). We’ll see if this is true.

COURSE OBJECTIVES

~~In this course, we will study both canonical and non-canonical literary writings of varying genres that were published during the British Romantic Period (roughly 1780-1837). We will rely on New Historical and Post-Structural methodologies to guide our interpretations, which means that all forms of “text” will be considered relevant to our discoveries surrounding madness and Romanticism. Since we will meet in the technology-rich Incubator Classroom, our goals also include to seamlessly incorporate technology into weekly discussions and assignments.~~

REQUIRED BOOKS & MATERIALS (on Reserve in King Library)

Foucault, Michel. *Madness & Civilization*. Vintage, 1988.
Gaul, Marilyn. *English Romanticism: The Human Context*. Norton, 1988.
Godwin, William. *Memoirs of the Author of a Vindication of the Rights of Woman*. Broadview, 2001.
Hitchcock, Susan Tyler. *Mad, Mad Mary Lamb*. Norton, 2006.
Lamb, Lady Caroline. *Glenarvon*. Valancourt, 2007.
Mellor Anne and Richard Matlak. *British Literature 1780-1830*. Wadsworth, 2005.
Porter, Roy. *Madness: A Brief History*. OUP, 2003.
Shelley, Mary. *Frankenstein*. Longman, 2006.
Wordsworth, Dorothy. *Dorothy Wordsworth: A Longman Cultural Edition*. Longman, 2008.
Wordsworth, William and Samuel T. Coleridge. *Lyrical Ballads and Related Writings*. Heinle, 2001.
Reading packet available from Maple Press (481 E. San Carlos St., 408-297-1000)
Email account & flash drive

Suggested:

Baker, Nancy L. and Nancy Huling. *A Research Guide for Undergraduate Students*. 6th ed. MLA.
Harmon, William and C. Hugh Holman. *A Handbook to Literature*. 11th ed. Pearson/Prentice Hall, 2008.
Semenza, Gregory Colón. *Graduate Study for the 21st Century*. Palgrave, 2005.

GRADE DISTRIBUTION

15%	Class Discussion & Participation
15%	Forum Posts & Blog Entries (4pts each)
20%	Presentation
50%	Seminar Essay

Class Discussion & Participation

Our meeting space is the technology-rich environment of the Incubator Classroom where we will respond to each other in online forums, evaluate electronic resources and share strategies, successes and failures in our scholarly adventures. The technology, though sometimes daunting, will actually enhance our discussions and has the capability to improve research as well as writing skills. It requires a commitment to participating, though. Each participant will demonstrate her/his preparedness by raising questions, sharing interesting materials, presenting effectively, among other things. Though there are many, the course readings are not meant to be exhaustive. They are instead meant to titillate our intellectual wanderings and inspire each person to investigate further.

Use the following as guidelines for this portion of your final grade:

- To earn a "C," do the minimum: at every meeting, read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.
- To earn a "B," at every meeting, prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an "A," take it up another level entirely: at every meeting, prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses "sparkle" by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an "A" indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of "A."

Forum Posts & Blog Entries (4pts each)

Each week, you will post to both a forum and a blog. The Forum will act as a warm-up for class discussions and will focus discussion leaders on particular interests and questions offered by the class. Begin each Forum post with a quote from the readings. Your response to this quote can incorporate a close reading, your thoughts or any connections you've made among the literature. This writing is a moment for you to ponder, muse and contemplate the literature that we will read throughout the semester. Each individual will be responsible for posting a response to that week's readings by Tuesday, 12pm. The blog entries will be written at the conclusion of each class session and can act as a journal of your experiences. On some occasions, questions will direct this writing. Each blog and forum post is worth 4 points. If you do not attend class, you will not receive credit for your blog (without exception). There are 25 in all.

Discussion Leaders & Presentation

At the outset of each class, I will introduce the day's topic with a brief lecture. After that, to help encourage active participation, at least one student per week (depending on the number of students in the class) will be responsible for leading that week's discussion. If there are several readings one week, select one or two on which to place the most focus. During your assigned week, you should prepare a brief presentation of the material (or of a particular aspect of the readings), and then pose provocative questions and possible answers to the class to evaluate and discuss.

Seminar Essay

Madness & Romanticism Policies 3

Your final 15-20 page essay will be based on a topic of your choosing that incorporates Romantic-era “texts” and secondary research. To help with progress on this project, a 300-word Proposal will be due November 6. The seminar paper grade will be assessed based on your ability to convey a deeper line of thought and a thorough engagement with both primary and secondary texts. The final essay and an abstract will be due at the final exam meeting where they will be shared by posting them to the Forum. My office door is always open to discuss potential topics or workshop a draft. Please stop by throughout the semester. Use your forum posts and weekly blogs to keep track of your interests.

GRADING POLICY

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. Courses graded according to the A,B,C,NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace D or F. In A,B,C,NoCredit courses NC shall also substitute for W (for Withdrawl) because neither NC nor W affects students’ grade point averages.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Pluses and minuses are the middle of each range. In calculating the final grade, a set number will represent each letter grade; for example, B+ is 87.5, B is 85, and B- is 82.5.

COURSE POLICIES

Late Assignments/Essays

Late forum or blog posts will not be accepted. Otherwise, if you cannot meet a deadline, you must contact me *at least 24 hours prior* to our class meeting to discuss the situation. If this is not done, for *every day* that an essay is late, you will be penalized one grade step: A becomes A-, A- becomes a B+, etc. The weekend will count as one day.

SJSU Academic Integrity Policy

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at <http://www.sjsu.edu/senate/S04-12.htm>. The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Avoiding Plagiarism

Plagiarism is the unacknowledged use of somebody else’s words or ideas and is considered an instance of academic dishonesty that instructors must report. You commit plagiarism by

- buying, stealing, or borrowing a paper;
- hiring someone to write a paper;
- building on someone’s ideas without providing a citation;
- or copying from another source or using a source too closely when paraphrasing.

In other words, submit only your own work. To learn how to cite sources accurately and forthrightly, consult

your handbook. If you have any questions about when or how to document a source, do not hesitate to ask me for clarification. Turning in plagiarized work may result in immediate failure in the course and could result in dismissal from San José State University. See King Library's definition, the University policy and a plagiarism tutorial: www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm

The instructor reserves the right to revise the requirements and to notify students of such revision in a timely manner.

Email Protocols

Email is the best possible way to contact me (9am-5pm) and has the added bonus of recording our conversations. When emailing me, please consider it a formal communication: include the appropriate salutation, your name, your question/comment or your OCE. Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma, please visit me during office hours. I will amass a class email list and will occasionally send out information regarding our meetings or the readings. *Please provide an email address that you check daily.*

GENERAL INFORMATION

Course Moodle – ic.sjsu.edu/moodle

This is our central location for the schedule, blog and forum. The site is accessible by registered users with an enrollment key. We will have a tutorial from the Incubator Classroom staff on the first day of class to help acclimate to all of this technology. If you run into any technical problems while trying to FTP your documents to our classroom server or logging into Moodle from home, please contact the IC staff. Our Moodle page will contain all handouts, references made during lectures and interesting things that you would like to add.

SJSU Writing Center

Visit me during office hours for help with your writing. For even further help, go to the Writing Center located in Clark Hall, Suite 126. Hours: Monday-Thursday 9-7 and Friday 9-1. Call for appointments at 924-2308 or go online at www.sjsu.edu/writingcenter. Work with tutors in a one-on-one environment. Make appointments online at the above website.

Library Liaison

For library research questions, contact Toby Matoush, the English Department's Library Liaison: (408) 808-2096 or tmatoush@sjsu.edu. King Library has created an extensive and very useful list of the library's resources specifically for English majors: <http://www.sjlibrary.org/research/web/literature.htm>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Campus Policy on Compliance with Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. The DRC website is <http://www.drc.sjsu.edu>.

SCHEDULE of READINGS & ASSIGNMENTS

Engl 232 (Fall 2008)

Syllabus subject to change

See ic.sjsu.edu/moodle for most current schedule

(Revised 9/4/08)

HO = Handout given in class

Mellor = *British Literature* anthology

Reader = Reading packet available from Maple Press

Date	Topic & Reading Due	Assignment Due
Thur 8/28	Due to Instructor's Family Emergency – No Class Meeting	
Thur 9/4	<i>Introductions: Me, You, Madness & Romanticism</i> <ul style="list-style-type: none"> • New Historicism (HO) • OED “madness” (HO) • Penrose, “Madness” (HO) • Foucault, <i>Madness & Civilization</i> 	<ul style="list-style-type: none"> • Reflective Blog • Post Profile to Moodle <p style="text-align: center;"><i>Sign up for Presentation Day by Friday, 5pm via email</i></p>
Thur 9/11	<i>Defining Madness</i> <ul style="list-style-type: none"> • Penrose, “Madness” (HO) – contd. • Foucault, <i>Madness & Civilization</i> – contd. • Gaull, “People During the Romantic Age” (Chp. 1), <i>English Romanticism</i> • Porter, “Madness Rationalized,” (Chp. 3), “Locking Up the Mad” (Chp. 5) & “The Mad” (Chp. 7), <i>Madness: A Brief History</i> 	<ul style="list-style-type: none"> • Reading Post • Reflective Blog
Thur 9/18	<i>The English Malady: Institutionalizing Madness</i> <ul style="list-style-type: none"> • Arnold, Preface, Vol. I: 1-85, <i>Observations</i>, in Reader • Battie, <i>A Treatise on Madness</i>, in Reader • Metcalf, “The Interior of Bethlem Hospital,” in Reader • “A Brief History of Bethlem,” in Reader • Kromm, “Hogarth’s Madmen,” in Reader • Stevenson, “Robert Hooke’s Bethlem,” in Reader • Ingram, Introduction to <i>Patterns of Madness</i>, in Reader <p>Discussion Leader: Daisy Reynolds</p>	<ul style="list-style-type: none"> • Reading Post • Reflective Blog
Thur 9/25	<i>Failure of the Nation</i> <ul style="list-style-type: none"> • Bristow, “The Maniac” in Reader • Harris, “A. Bristow and <i>The Maniac</i>,” in Reader • Behrendt, “The Gap That Is Not a Gap,” in Reader • Nagle, “Traveling Pleasures and Perils of Sensibility,” in Reader • Hemans, “Casabianca,” Mellor 1227 <p>Discussion Leader: Suzie Hopkins</p>	<ul style="list-style-type: none"> • Reading Post • Reflective Blog
Thur 10/2	<i>Solitary Wanderers & Maniacs</i> <ul style="list-style-type: none"> • Wollstonecraft, “On Poetry,” in Reader • W. Wordsworth, “Book First: The Wanderer” (aka “The Ruined Cottage”), Mellor 610 • DeQuincey, excerpts from <i>The Opium Eater</i>, Mellor 848 • Smith, <i>Beachy Head</i>, Mellor 244-56 • Lokke, “The Figure of the Hermit,” in Reader • Wollstonecraft, “Extract of The Cave of Fancy,” in Reader <p>Discussion Leader: Sheila Lopez</p>	<ul style="list-style-type: none"> • Reading Post • Reflective Blog

Date	Topic & Reading Due	Assignment Due
Thur 10/9	KH at RMMLA Conference No Class Meeting	
Thur 10/16	<p><i>Ghosts, Castles & The Gothic</i></p> <ul style="list-style-type: none"> • Lamb, <i>Glenarvon</i> <p>Guest Speaker/Host Professor Paul Douglass, author of <i>Lady Caroline Lamb: A Biography</i> & editor of <i>Caro: The Lady Caroline Lamb Website</i> http://www.sjsu.edu/faculty/douglass/caro/</p>	<ul style="list-style-type: none"> • Reading Post • Reflective Blog
Thur 10/23	<p><i>Ghosts, Castles & The Gothic</i> (contd)</p> <ul style="list-style-type: none"> • Lamb, <i>Glenarvon</i> (contd) • Gaull, “The Gothic” (Chp. 9), <i>English Romanticism</i> • Brewster, “Seeing Things,” in Reader <p>Discussion Leader: Crystal Michallet & Melissa Durkin</p>	<ul style="list-style-type: none"> • Reading Post • Reflective Blog
Thur 10/30	<p><i>Creative + Genius = Madness</i></p> <ul style="list-style-type: none"> • Godwin, <i>Memoirs</i> • Smith, <i>Elegiac Sonnets</i>, Mellor 227-31 • Porter, “Fools & Folly,” Chp. 4, <i>Madness: A Brief History</i> • Arnold, <i>Observations</i>, Vol. II: 161-265, in Reader <p>Discussion Leader: Ellen Glass & Mary Mulligan</p>	<ul style="list-style-type: none"> • Reading Post • Reflective Blog
Thur 11/6	<p><i>Literary Experimentation as Madness</i></p> <ul style="list-style-type: none"> • <i>Lyrical Ballads</i> & “Poetic Responses,” in <i>Lyrical Ballads</i> (especially “Rime of the Ancient Mariner,” “The Idiot Boy,” “The Mad Mother”) • Wordsworth, Preface to <i>Lyrical Ballads</i>, in <i>Lyrical Ballads</i> 390 • Coleridge, from <i>Biographia Literaria</i>, in <i>Lyrical Ballads</i> 416 • Coleridge, various letters, in Reader • Dorothy Wordsworth, from <i>The Grasmere Journals</i> in <i>Dorothy Wordsworth</i> <p>Discussion Leaders: David Wirth & Kevin McGee</p>	<ul style="list-style-type: none"> • Reading Post • Reflective Blog • FINAL PROJECT PROPOSAL
Thur 11/13	<p><i>Mad Scientists</i></p> <ul style="list-style-type: none"> • Shelley, <i>Frankenstein</i> & 1831 Introduction • Gaull, “Science” (Chp 13), <i>English Romanticism</i> <p>Discussion Leader: Brian Smith & Shanda Adams</p>	<ul style="list-style-type: none"> • Reading Post • Reflective Blog
Thur 11/20	<p><i>Diagnosing Depression, Melancholia & Homicidal Mania</i></p> <ul style="list-style-type: none"> • Cowper, from <i>The Task</i>, in <i>Lyrical Ballads</i> 145 • Cowper, Letter to Rev. John Newton, in Reader • Keats, “To Autumn,” Mellor 1308 • Hitchcock, <i>Mad Mary Lamb</i> • Lamb, excerpts from <i>Tales from Shakespeare</i>, in Reader • Gaull, “Children’s Literature & Education” (Chp. 3), <i>English Romanticism</i> <p>Discussion Leader: Aaron Guido</p>	<ul style="list-style-type: none"> • Reading Post • Reflective Blog
Thur 11/27	Happy Thanksgiving! No Class Meeting	

Madness & Romanticism Schedule - 3

Date	Topic & Reading Due	Assignment Due
Thur 12/4	<p><i>Madness & Gender: Bodies & Hysteria</i></p> <ul style="list-style-type: none"> • Burney, "A Mastectomy," Mellor 114 • Cowper, from <i>The Task</i> ("Crazy Kate"), in <i>Lyrical Ballads</i> 283 • Landon, "The Proud Ladye," Mellor 1379 • Hemans, <i>Records of Woman</i>, in Mellor 1229-42) • <i>Keepsake for 1829</i> (read through some stories, poems and engravings) • Gaull, "The Literary Marketplace" (Chp. 2), <i>English Romanticism</i> <p><i>"You Make Me Crazy!": Love & Madness</i></p> <ul style="list-style-type: none"> • Byron, <i>Don Juan</i>, Mellor 954 • Landon, "Love's Last Lesson," Mellor 1386 • Tuite, "Tainted Love and Romantic Literary Celebrity," in Reader <p>Discussion Leader: Kai Stuart</p>	<ul style="list-style-type: none"> • Reading Post on Women's Asylum Case Entries • Reflective Blog
Tues 12/18	<p>Final Exam Extravaganza Meeting (7:45-10pm)</p>	<ul style="list-style-type: none"> • Seminar Paper • Forum Post: Abstract (Bonus forum post!)