

## Appendix 3: Romantic through Modern (Women Write the Empire) Syllabus

### ENG 303: Romantic through Modern (Fall 2020) English Department, Lehman College-CUNY

Instructor: Gabrielle Kappes, Adjunct Assistant Professor

Dear English 303 Students,

Welcome to English 303: Romantic through Modern! I am your professor, Dr. Kappes. I have been teaching at Lehman since 2011 in the English department, and I teach everything from composition to literature courses. I am thrilled to be your instructor and guide you as we embark on a completely online semester.

#### Course Description:

A more specific course title for this section is **ENG 303: Women Write the Empire**. I have decolonized your traditional nineteenth- and twentieth-century British literature survey course by anchoring this course around women writers, a third of which would identify today as BIPOC. (This is a radical step on my part; as I have reviewed the syllabus of previous ENG 303 courses taught at Lehman; some have not taught a single female author and others are devoid of any BIPOC writers.) My course design philosophy stems from the notion that many canonical works deny the perspective of marginalized figures. I have divided the course into three parts: 1) **Caribbean Hybridity and Social Protest: The Writing of Mary Prince, Mary Seacole, and Una Marson (1831, 1857, 1930)** 2) **Mary Shelley's Romantic Visions (1818-1844);** 3) **The Politics of Gender and Race in Cuban-Caribbean Gertrudis Gómez de Avellaneda y Arteaga's Sab (1841)**. You will respond to weekly writing tasks and complete three formal writing assignments. No textbook required; all materials will be uploaded to Blackboard as PDF files.

#### Open Educational Resources (OER)

This course is OER, which means that no textbooks are required; all materials will be uploaded to Blackboard as PDF files.

#### Grading:

Discussion Board Writing Tasks: 40%  
Assignment #1: 20%  
Assignment #2: 20%  
Assignment #3: 20%

A 94-100 (4.0), A- 90-93 (3.7), B+ 87-89 (3.3), B 83-86 (3.0), B- 80-82 (2.7), C+ 77-79 (2.3), C 73-76 (2.0), C- 70-72 (1.7), D 65-69 (1.0), F 0-64 (0.0)

#### Discussion Board Writing Task Rubric:

When assigned, you must complete a writing task on the Discussion Board and for each response, you are required to reply to **at least two** of your classmates' responses.

To earn the full **6 points** for a response to the prompt, your response must adhere to the following:

- Replied to the initial topic within the deadline indicated
- Posting was responsive to question and substantive, posting comments or questions that enhanced the discussion, helped move the conversation forward. These may have included follow-up questions, examples, or new perspectives.

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- Post length is 2 paragraphs with about 8-10 sentences per paragraph.
- Posting showed ample evidence of having completed the relevant readings or assignments
- Posting was constructive and differences of opinion expressed in a collegial manner

### Replies to Classmates' Postings

To earn the full **2 points** for each response to a classmate, the participant:

- Roughly 3-4 sentences in length
- Reply was responsive and substantive, **posting comments or questions** that enhanced the discussion, or helped move the conversation forward. These may have included follow up questions, examples, or new perspectives

### Academic Integrity, Digital Classroom Rules, & Class Pledge

You should do your own work and be sure to properly cite sources for *any* ideas, words, or thoughts that are *not* your own or are not common knowledge, *even if you are summarizing info you have read elsewhere*. I have found that plagiarism primarily happens for 2 reasons: either students don't allow enough time to complete assignments or they think their work will not be good enough. Reason #1 is not a good one, but you should discuss this with me if you are having time problems rather than resort to cheating. Reason #2 is an even worse proposition. In this class, if you think, make a good effort, and do your best, you will be fine. Your own work will be good enough. If you present work that is not your own, you will fail the assignment and possibly the entire course. All instances of plagiarism will also be reported to the English Department Chair and Office of Student Affairs. College penalties for this can be as severe as expulsion from the college. Please use common sense, and if you are ever in doubt, ask me first, before your assignment is due.

I've written a **Class Pledge** (below) which, by registering and attending this class, you "contractually agree" to adhere to. If you do NOT agree to participate in the class as I've outlined, it is in your best interest to do drop this course.

***Class Pledge:** I understand that by repeatedly failing to hand in, on time, work that is complete and representative of my best effort, I risk lowering my final grade or, in extreme cases, failing. Furthermore, I risk missing opportunities to form intellectual bonds with my colleagues, and jeopardizing my own potential to fully take advantage of my education and achieve the personal and professional goals I have set for myself. I agree to work together with my classmates to create a supportive learning environment and will never use sexist, racist, homophobic, abusive, or threatening language.*

### Mental Health and Physical Wellbeing

It would be remiss of me to not mention that we are in a global pandemic, and our lives have been drastically altered this past year. The most important thing you can do this semester is to take care of your mental health and physical wellbeing. Many of us are struggling with unresolved health issues, childcare, elder-care, and financial uncertainty. And, I understand that going "remote" this Fall means that we cannot replicate a face-to-face classroom. Keeping all of this in mind, I commend you for continuing with your education, and I have modified this course in order to recognize and respect your school/life boundaries. Therefore, I also ask that you kindly respect the emotional boundaries of your Lehman professors and the Lehman staff as we are working incredibly hard to make this semester efficient, intellectually stimulating, and rewarding.

Speaking of which... a word about **email etiquette**: Please treat your emails to me as *letters*. That means, I expect a greeting (Hi Professor Kappes!) and a closing with your name (Thank you, Marissa). These little things help make our communication enjoyable, polite, and organized.

### Counseling Center Services

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The Lehman College Counseling Center is offering virtual services for registered Lehman College students. Students can call (718-960-8761) or email ([counseling.center@lehman.cuny.edu](mailto:counseling.center@lehman.cuny.edu)) us with their name, Emplid ID, email address, telephone number, and days and times they are available. A counselor will follow up with the student as soon as possible.

### **NYC Well: Call, Text, Chat**

NYC Well is New York City's free, confidential support, crisis intervention, and information and referral service for anyone seeking help for mental health and/or substance misuse concerns, available 24 hours a day, 7 days a week, 365 days a year. NYC Well is staffed by trained professionals who can help you find the services that best meet your needs.

Text: 65173

Call: 1-888-NYC-WELL (1-888-692-9355)

<https://nycwell.cityofnewyork.us/en/>

### **NY State Mental Health Covid Coping Circles:**

<https://rc-1.nyspi.org/surveys/?s=44YWTJMF3T>

This COVID19 site is especially for people who have lost relatives from the virus.

### **Accommodating Disabilities**

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services: [disability.services@lehman.cuny.edu](mailto:disability.services@lehman.cuny.edu).

### **Lehman Tutoring Center (LTC) Online Writing Tutoring**

The Lehman Tutoring Center (LTC) offers two options for online tutoring: (a) online tutoring in writing with LTC or SLC tutors; and (b) online tutoring in writing with the assistance of a service called NetTutor : <http://www.lehman.cuny.edu/academics/instructional-support-services/online-writing-tutor.php>

### **Lehman's COVID-19 Update and Resources**

Please visit this site: <http://lehman.edu/coronavirus/student.php>. Here you will find resources on: laptop/tablet loans; accessing WIFI; remote learning; and health & safety.

Lehman recommends you follow these 6 steps to prepare yourself for remote learning:

1. Update your contact information in CUNYfirst. Find instructions [here](#).
2. Make sure your campus email address is correct in Blackboard. Visit the "START HERE" section of any Blackboard course to update your email address. Update it for one class and the change will be universal for all of your courses. Instructors will often contact you via Blackboard.
3. Ensure that you can login and receive email on your [Lehman email account](#).
4. Download [Blackboard Mobile Learn](#) for your Apple or Android device. It's free and the app is designed for students to view content and participate in courses on mobile devices.
5. [Get Lehman's free mobile app](#). Search for "Lehman College" and you'll find Lehman 360 on the mobile app.

### **Title IX Statement**

CUNY is committed to maintaining a safe environment at all times and is a strong supporter of New York State's policies and laws against sexual assault on college campuses. Lehman College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to a faculty member,

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counselor, or staff; confidential resources are available through the Lehman Counseling Center at (718) 960-8761. See also the [CUNY Students Bill of Rights](#).

### **International Students**

The [International Student and Scholar Office](#) is dedicated to providing services, programs and activities that facilitate U.S immigration compliance and cross-cultural learning experiences to students and scholars in meeting their academic, personal growth and professional goals.

### **Undocumented Students**

As an educator, I support the rights of undocumented students to an education and to live free from the fear of deportation. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. There are many resources on campus, throughout CUNY, NYC, and beyond. <http://www.lehman.edu/daca/>

### **ENG 303 Course Objectives**

- to read older literature with an eye and ear for its strangeness and view of its importance in shaping the modern literary world
- to develop an awareness of a variety of literary genres, structures, values, and purposes
- to write about literary texts with imagination, precision, and detail
- to place literary texts within their aesthetic, political, religious, and historical contexts

### **ENG 303 Course Goals**

- demonstrate the ability to compose well-constructed and rhetorically effective writing in various modes and media, including formal essays, low stakes assignments, and use of social media
- refine use of critical methods and approaches to literature in written work
- effectively integrate primary and secondary sources in written work
- demonstrate mastery in use of English language conventions and MLA formatting

I look forward to working with you!  
Prof. Kappes

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## Fall 2020 Schedule

### Caribbean Hybridity and Social Protest: The Writing of Mary Prince, Mary Seacole, and Una Marson (1831, 1857, 1930)



#### Week 1

- Email me from your preferred email address as to whether or not you accept the terms of the course.
- Read:
  - Introduction by Sara Salih to *The History of Mary Prince* (1831)
  - From *NYT* Opinion: Gurminder Bhambra, “A Statue Was Toppled. Can We Finally Talk About the British Empire?”: <https://www.nytimes.com/2020/06/12/opinion/edward-colston-statue-racism.html?referringSource=articleShare>
  - From *NYT*: Claudia Rankine, “Weather”:  
<https://www.nytimes.com/2020/06/15/books/review/claudia-rankine-weather-poem-coronavirus.html?referringSource=articleShare>
- Listen: Podcast Lectures (Intro Lecture & Lecture on Sara Sahil’s Intro to Mary Prince)
- Write: Writing Task #1: Introduction and Icebreaker

#### Week 2

**Note:** *The History of Mary Prince* is a raw and honest representation of one woman’s experience as a slave. I understand that this text is graphic and violent, and I understand that we are sensitive to these representations. One of the reasons for reading this narrative is because these socially motivated texts with graphic representations of slavery have been repressed and negated from the literary canon, educational curriculums, and current conversations about race. I understand your needing to gloss over some parts of the text if need be, and I hope that Mary Prince’s testimony and act of social protest can be an instigator for our meaningful conversations about suppression historically and at present.

- Read: Mary Prince, *The History of Mary Prince* (1831):  
<https://docsouth.unc.edu/neh/prince/prince.html>
- Explore: Mary Prince Archival Project: <https://www.maryprince.org/>
- Listen: Podcast Lecture
- Write: Writing Task #2

#### Week 3

- Read: Introduction by Sara Salih to Mary Seacole, *Wonderful Adventures of Mrs. Seacole in Many Lands* (1857)
- Chapters I-V in Mary Seacole, *Wonderful Adventures of Mrs. Seacole in Many Lands*:  
<https://digital.library.upenn.edu/women/seacole/adventures/adventures.html>
- Listen: Podcast Lecture
- Write: Writing Task #3

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#### Week 4

- Read: Chapters IX, XIII, XV, XVII, & Conclusion in Mary Seacole, *Wonderful Adventures of Mrs. Mary Seacole in Many Lands*:  
<https://digital.library.upenn.edu/women/seacole/adventures/adventures.html>
- Explore: National Library of Jamaica Archive: <https://nlj.gov.jm/project/mary-seacole-1805-1881/>
- Listen: Podcast Lecture
- Write: Writing Task #4

#### Week 5

- Read: Una Marson, selected poems (1930)
- Explore: from The National Library of Jamaica: <https://nlj.gov.jm/project/una-maud-marson-1905-1965/>
- Listen: Podcast Lecture
- Write: Writing Task #5

#### Week 6

**Rough Draft due of Assignment #1**

#### Week 7

**Assignment #1 Due**

#### Mary Shelley's Romantic Visions (1818-1844)



#### Week 8

Read: Mary Shelley, *Frankenstein, or the Modern Prometheus* Vol. I (1818)

Listen: Podcast Lecture

Write: Writing Task #5

#### Week 9

Read: Mary Shelley, *Frankenstein* Vol. II

Write: Writing Task #6

#### Week 10

Read: Mary Shelley, *Frankenstein* Vol. III

Listen: Podcast Lecture

Write: Writing Task #7

#### Week 11

Writing Week

#### Week 12

Assignment #2 Due

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The Politics of Gender and Race in Cuban-Caribbean  
Gertrudis Gómez de Avellaneda y Arteaga's *Sab* (1841)



**Week 13**

**Read:** Avellaneda's *Sab* – to the end of page 69

**Listen:** Podcast Lecture

**Write:** Writing Task #8

**Week 14**

**Read:** Avellaneda's *Sab* – page 70 – end of page 112

**Listen:** Podcast Lecture

**Write:** Writing Task #9

**Week 15**

**Read:** Avellaneda's *Sab* – page 113 to the end

**Listen:** Podcast Lecture

**Write:** Writing Task #10

**Week 16**

**Rough Draft of Assignment #3 Due**

**Week 17**

**Assignment #3 Due**