**English 4970: Maps**

Class Hours: MWF 9-9:50

Class Location: Tate 111

Prof. Elizabeth Chang

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Office Hours: M 10-1 and by appointment

Office Location: Tate 205

**Course Description:**

This capstone will investigate the intersections of maps and literature by reading literature about maps and making maps about literature. We will also study concepts of place and space in literature, particularly in 18C, 19C and 20C British literature. Some introduction will be given to the digital tools for making and analyzing maps available to humanities scholars. Additionally, this course will help you explore questions and concerns about post-graduation life with a degree in English.

**Course Assignments:**

*Weekly Responses* (20 @ 1 point each): Each Monday and Wednesday you will be responsible for turning in a response to the assigned reading. One response will be a 1-2 page written analysis of the material, outlining your opinions, questions, and ideas for further discussion. The second response will be a map that connects with the reading in some way. It can illustrate important characters, places, or plot points in the novel, it can connect important ideas or cited sources, it can link the reading to broader concepts, or it can do something else entirely. **You are required to do one of each kind of response each week**; however, you may turn in either kind of response on either day. Responses will not be due on days you have other major projects due; also, you may choose to skip up to two response days throughout the semester.

*Personal Literary Geography* (5 Points): Using Google Maps, **create and annotate a map that documents your personal literary geography** in a creative way. You may choose any subtopic of interest to you, however, you must document at least 10 points on the map and annotate at least 5. Aim for the greatest possible variety that makes sense so that you can experiment with different features. If you feel very comfortable making Google maps, try to push the conceptual and creative boundaries of your map-making. If you are nervous about making a map on the computer, focus on documenting a geography that is straightforward to you. (Probably not as basic as my “Places I have Read Books” sample map, however.)

*In-Class Presentation* (10 points):

Each Friday, one person from the class will be responsible for presenting and leading discussion on a scholarly resource related to our class. This can be a website, a book, an atlas, a technology, or something else that would benefit the class as they plan and implement their major projects. Additional assignment sheet to follow, but you should plan on at least 10 minutes of introduction and explanation followed by 10 minutes of questions.

*Literary Maps/Mapping* (15 points):

This assignment can take two parts. Either you can choose to write a “traditional” English paper about a novel (either assigned in class or that you have cleared with me) (choosing a topic/thesis that fits under the broad theme of space/place/geography) *or* you can produce a map that engages with one of our assigned novels in a substantive and critical way in order to make an argument about the novel. The paper should be 5-6 pages and the project should reflect an equivalent amount of consideration and effort.

*Public Literary Geography* (15 points):

In this project, you will expand on the skills you have been developing throughout the semester with a project intended for public instruction/edification/enjoyment on some topic relating to English studies and place. The specific topic and theme are up to you—the main requirements are 1) the project itself, 2) that you successfully share your project with a group of people and 3) document their responses in a short (3-4 page paper).

*Final Portfolio/Revised Personal Literary Geography* (20 points):

As a writing-intensive class, this capstone places an emphasis on revision and on retrospectively reviewing your career as an English major. For your final portfolio, you will revise and expand your initial personal geography and your draft map of the English Major to create a combination of verbal and visual material that reflects the goal of the capstone experience at MU: “to bring reflection and focus to the whole of the college experience… to integrate facets of their area of concentration with important concepts from related disciplines.”

**Assignment Distributions**

In-class Participation 15 points

Weekly Responses 20 points

Personal Literary Geography 5 points

In-class Presentation 10 points

Literary Maps/Mapping 15 points

Public Literary Geography 15 points

Final Portfolio 20 points

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100 Points

**Grading Scale Equivalencies**

A = 95-100 C = 73-76

A- = 90-94 C- = 70-72

B+ = 87- 89 D+ = 67-69

B = 83-86 D = 60-62

B- = 80-82 F = 59 and below

C+ = 77-79

**Individual Assignment Equivalencies**

**Max Points 20 15 10 5**

A 20 15 10 5 A- 18 14 9 4.7

B+ 17 13 8 4.3

B 15 12 7 4

B- 13 10 6 3.7

C+ 11 8 5 3.3

C 10 6 4 2

D 5 4 2 1

F 0 0 0 0

**A Note on Due Dates and Revisions:**

You may have an extension on any assignment for any reason, provided that you give me **at least 24 hours advance notice**. However, assignments turned in late without prior notification will receive a zero. You may also revise any assignment that you originally turned in on time for a complete grade replacement as long as you meet with me in person to discuss the revision.

**A Note on Reading**:

I expect everyone to stay on top of the reading and assignments. If for any reason you find yourself slipping behind, please come see me in office hours so we can figure out a strategy to get you back on track. As you read, make sure to record interesting passages and ideas so you can bring them up during class. I will expect you to be prepared with specifics about the text during each class discussion. I will also expect you to bring some kind of text (electronic or paper) to every class.

**A Note on Participation:**

Your participation grade will reflect the following components: 1) how well prepared you are for the class, 2) how well your contributions to discussion help move things forward and contribute to class themes, and 3) how well you listen to your classmates (whether you agree or disagree with them) and demonstrate through your comments that you are taking part in a conversation.

If you spend time on your computer or your phone doing things unrelated to class, if you come in late or leave early without letting me know in advance, or if you are otherwise absent while present, your participation grade will reflect this.

**A Note on Attendance:**

If you are not in class, you obviously cannot participate nor can you turn in assignments. If you miss a lot of class, you can expect a low participation grade and zero grades for your missed assignments. **If you miss more than 9 classes –3 weeks of the semester --- you will be dropped from the class for non-attendance.**

**Assigned Texts**

You may use any good reading edition of the texts that you prefer, including ebooks, but be aware that electronic editions of books often lack page numbers.

Swift, Jonathan. *Gulliver’s Travels*

Carroll, Lewis. *Alice’s Adventures in Wonderland* and *Through the Looking Glass*

Stevenson, Robert Louis. *Treasure Island*

Haggard, H. Rider. *King Solomon’s Mines*

Woolf, Virginia. *Mrs. Dalloway*.

**Academic Dishonesty**

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. **When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.**

**Students with Disabilities:**

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the [Office of Disability Services](http://disabilityservices.missouri.edu/), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

**Intellectual Pluralism**

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of the [Office of Students Rights and Responsibilities](http://osrr.missouri.edu/); the [MU Equity Office](http://equity.missouri.edu/), or [equity@missouri.edu](mailto:equity@missouri.edu).

All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

**Executive Order #38, Academic Inquiry, Course Discussion and Privacy**

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of [section 200.020](http://www.umsystem.edu/ums/rules/collected_rules/programs/ch200/200.020_rules_of_procedures_in_student_conduct_matters) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

**August**

M 25: What is a Capstone? What is a Map?

*In Class*: Draft Map the English Major

W 27

Literary Geographies: Some Definitions

*Read:*

• Saunders, Angharad. “Literary Geography: Reforging the Connections.” *Progress in Human Geography* 34.4 (2010): 436–452.

• Sharp, Joanne P. “Towards a Critical Analysis of Fictive Geographies.” *Area* 32.3 (2000): 327–334.

• Bulson, Eric. “Introduction” from *Novels, Maps, Modernity: The Spatial Imagination 1850-2000.* (New York: Routledge, 2007).

*In Class:* Begin Personal Literary Geography map assignment

F 29: **No Class**

*Project: Personal Literary Geography Map*

Use Google Maps Engine Lite to create your map: <https://mapsengine.google.com/map/>

**September**

M 1: **No Class**

W 3

**Turn In: Completed Literary Geography Map (link posted in Discussion Board)**

F 5

M 8

Unit: Utopia / Satire / Travel Narratives

*Gulliver*, Book One: A Voyage to Lilliput

Ecco: opening of real travel narratives

W 10

F 12

*In-Class Presentations begin*

M 15

*Gulliver*, Book Two: A Voyage to Brobdingnag

W 17

F 19

M 22

*Gulliver*, Book Four: A Voyage to the Country of the Houyhnhnms

W 24

F 26

M 29

No Class

**October**

W 1

Career Center

F 3

Career Center

M 6

**Turn In: Literary Map/Mapping Assignment**

Unit: Children’s Fantasy / Boys and Girls Books

Alice in Wonderland

W 8

Alice in Wonderland

F 10

M 13

Looking Glass

W 15

Looking Glass

F 17

M 20

Treasure Island

W 22

Treasure Island

F 24

M 27

Unit: Colonial and Imperial Geographies

King Solomon

W 29

King Solomon

F 31

**No Class**

**November**

M 3

King Solomon

W 5

King Solomon

F 7

M 10

**Turn In: Public Geography Assignment**

Unit: Literary Modernism/ New Kinds of Place and Space

Mrs. Dalloway

W 12

Mrs. Dalloway

F 14

M 17

Mrs. Dalloway

W 19

Mrs. Dalloway

F 21

**No Class**

M 24/W 26/ F 28 **No Class**

**December**

M 1

Peer Edit Final Portfolio

W 3

Peer Edit Final Portfolio

F 5

Peer Edit Final Portfolio

M 8

W 10

**Final Portfolio Due in Class**