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## English 2020: Mapping Gender in Colonial Adventure Narratives Course Policies and Schedule

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### I. Course Description

Colonial adventure stories provided British writers with opportunities to imaginatively map unknown physical territories and confront imperial anxieties about encountering unfamiliar places and cultures. However, they also provided writers with an opportunity to map social and psychological contours of changing gender roles and relationships. Colonial adventure fiction is often associated with figures of imperial masculinity: the hunters, explorers, soldiers and administrators that dominate a feminized landscape with their physical strength, their impressive intelligence or some combination of these masculinized traits. Recently, innovative gender studies scholarship has complicated thinking about imperial masculinities, brought increased attention to the narrative techniques of female fiction writers and re-discovered non-fiction travel tales composed by female adventurers. Using the framework provided by this scholarship, this course offers students a chance to study a range of traditional and not so traditional adventure stories and to investigate how these stories map not only new physical spaces, but also the complexities of gender identities and relationships.

### II. Student Outcomes

At the end of the course, students will be able to

- identify the conventions of colonial adventure writing
- use literary terms to perform close readings of literary texts
- discuss how women writers adapt the conventions of colonial adventure
- explain how literary texts participate in constructing and contesting understandings of race, gender and sexuality, particularly how adventure tales reflect conflicting ideals of gender at their times
- compare texts from different genres and literary periods
- think comparatively about gender and adventure in the colonial past and the contemporary globalizing world

### III. Required Materials

Doyle, Arthur Conan. *The Tragedy of the Korosko*. 1898. Boston: Indy Publishing, 2008.  
Haggard, H. Rider. *She*. 1887. NY: Oxford UP, 2008.  
Kingsley, Mary. *Travels in West Africa*. 1893. NY: National Geographic Adventure Classics, 2002.  
Rhys, Jean. *Voyage in the Dark*. 1934. NY: Norton, 1994.  
Seacole, Mary. *Wonderful Adventures of Mrs. Seacole in Many Lands*. 1857. NY: Penguin, 2005.  
Woolf, Virginia. *The Voyage Out*. 1915. NY: Oxford UP, 2009.

In addition to the required texts, short literary readings including poems from Rudyard Kipling, excerpts from adventure magazines and selections from Arthur Conan Doyle's diaries will be placed on D2L. A few short (3-4 page) non-literary readings that cover background about the British Empire, adventure fiction and gender theory will be placed on D2L; selections will come from works such as Joseph Bristow's *Empire Boys: Adventures in a Man's World*, Ronald Hyam's *Empire and Sexuality: The British Experience*, Elleke Boehmer's *Empire Writing*, and R.W. Connell's *Masculinities*.

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Please also bring a notebook or supply of loose leaf paper for writing in class. Please take notes on paper rather than on a laptop unless you discuss it with me first.

#### IV. Student Obligations

**Attendance:** The best way to insure your success in this course is to be here and be involved in daily discussions and activities. It is important that you are in class, on time, and prepared every day. After four missed classes, your grade will drop a letter for each additional absence. Repeated lateness will count as absence.

**Preparation:** Please come prepared for class so that you can be an active part of it. Preparation includes keeping up with assigned readings, bringing copies of the readings to class, and completing writing assignments on time. All writing assignments should be typed, double spaced in 12pt Times New Roman font and formatted according to MLA standards. Writing assignments must be printed out before class so that they are ready to be submitted at the start of class on the due date.

**Deadlines:** Attached you will find a schedule of readings and assignment due dates. Late assignments will not be accepted unless you have contacted me in advance to make appropriate arrangements. If you are having trouble with an assignment, I will be happy to work with you, but you must contact me at least 24 hours before the due date.

#### V. Assignments and Grading

Your grade in this course will be based on a variety of assignments which will include:

##### Ongoing assignments:

10%	Discussion Questions	passage analysis and discussion questions for two class readings; responses run 1-2 typed, double spaced pages each; sign up for two dates and the class schedule will be posted on D2L
10%	Source Annotation and Oral Presentation	complete 1 page annotation for an outside source chosen from a list of suggested topics and deliver 3-4 minute oral presentation on findings and relevance to our course readings/discussions
10%	Participation	reflects written and oral participation including informal in-class response writing, drafting steps, quizzes and other in class activities these points are for working during class and cannot be made up/ late

##### Essay assignments:

10%	Short analysis Essay	3-4 pages; close textual analysis of one of our course texts
20%	Comparison Essay	5-6 pages; sustained comparison of two of our course texts

##### Exams:

20%	Midterm Exam	exams will include identification of terms, authors, historical contexts, close reading of key passages, short answers and essay questions
20%	Final Exam	

You will receive assignment sheets for all essay assignments and review sheets for all exams that clearly state my expectations for each assignment. Grading guides for essays will be reviewed in class and posted on D2L.

Letter grades will be assigned to essays and the letters will correspond to the following numbers for final grading:

91-100	A	77-79	C+	63-66	D
87-90	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	0-59	F
80-82	B-	67-69	D+		

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## **VI. Academic Honesty**

I take the issue of academic honesty very seriously. To be clear, I expect all work to be your own, reflecting your effort and original ideas. If you need help, I will be happy to provide it; do not turn to dishonest means. We will discuss proper format for documenting sources. It is your responsibility to do careful research, note taking and documentation to avoid inadvertent plagiarism. If you have questions about how to use a source, ASK! "I didn't know" is not an acceptable excuse. Plagiarized work (any use of the words or ideas of others without proper documentation) will receive no credit, and I will turn over any case of academic dishonesty to the University for action. For additional information, please consult definitions and policies at <http://www.mtsu.edu/judaff/integrity.php>

## **VII. Academic Resources**

I encourage you to take advantage of my office hours; I am also happy to schedule appointments at other times or talk to you via email. Please use my MTSU email rather than D2L email to contact me. I will gladly work with you at any stage on any project.

**University Writing Center.** For more information, visit the UWC website (<http://www.mtsu.edu/uwc/>), and to schedule a 25 or 50 minute appointment, visit the new facilities in Walker Library or call (904-8237).

**Students with Disabilities.** If you need accommodations due to a disability, please provide a letter from Disabled Student Services (898-2783) at the beginning of the semester. I am happy to work with you to provide accommodations, but I need official notification from the DSS office.

### **Scholarships and Student Loans.**

You are responsible for knowing and abiding by the conditions of your scholarships and financial aid awards. To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. You may qualify with a 2.75 cumulative GPA after 72 attempted hours (and subsequent semesters), if you are enrolled full-time and maintain a semester GPA of at least 3.0. Dropping a class after 14 days may also impact eligibility. For additional Lottery rules, please refer to your Lottery Statement of Understanding form, or review lottery requirements on the web at [http://www.mtsu.edu/scholarships/telsconteligibility\\_scholarships.php](http://www.mtsu.edu/scholarships/telsconteligibility_scholarships.php)

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## **ENGL 2020: Colonial Adventure Narratives Calendar Overview**

Week 1: Intro to Empire and Gender (historical/theoretical readings including Boehmer, Connell, Bristow)

### **Fictions of Colonial Adventure**

Week 2: Imperial Masculinity: Arthur Conan Doyle, *Tragedy of the Korosko*

Week 3: Colonial Adventure and the New Woman: H. Rider Haggard, *She*

Week 4: Finish Haggard, Film Screening and readings in literary criticism

Week 5: Adventure Across Genres: Rudyard Kipling, Selected Poems and Boy's Own magazine excerpts

Week 6: Writing Literary Analysis

### **Female Adventure and the Travel Tale**

Week 7: Female Adventure Hero?: Mary Kingsley, *Travels in West Africa*

Week 8: Finish Kingsley; Midterm

Week 9: Race, Gender and Images of Empire: Mary Seacole, *Wonderful Adventures of Mrs. Seacole*

Week 10: Comparing Perspectives and Narrative Techniques: finish Seacole; Doyle diary excerpts

### **Re-figuring the Voyage**

Week 11: Changing Times for Empire and Literature: (decline of Empire/ Victorian to Modern literary characteristics)

Week 12: A Woman's Voyage: Virginia Woolf, *The Voyage Out*

Week 13: finish Woolf; Writing Comparison Essay

Week 14: The Colonial Return: Rhys, *Voyage in the Dark*

Week 15: finish Rhys; Wrap Up and Implications for contemporary global gender maps

Final Exam