

HOARDERS

English 310 Spring 2018

Course fulfills the “Pre-1900 Requirement” for the English major and minor



Our relationship with material objects is vexed. On one hand, we’ve been conditioned to see physical things as temporary (“you can’t take it with you”); dangerous (“the things you own end up owning you”) and secondary in importance to the non-material (“the best things in life are free”). At the same time, studies have shown that we like stuff. A lot. This course takes a close look at the relationship between people and objects, focusing on the way that old things (and the way we think, talk and write about them) work to shape and define modern conceptions of identity and selfhood. The guiding questions of the course—What is a thing and what are my claims to it and its claims on me? Who owns the past and why should we care?—encourages you to reflect upon your own relationship to history, and how the material culture of the distant past serves as a powerful lens to envision and reimagine the future.

Crazy Cat Lady: Dr. Jana Mathews

Preferred Contact Method: jmathews@rollins.edu Feel free to call or text me at 407-913-1679; just know that I won’t respond after 9pm.

My Office: Carnegie 113

When/Where to find the party: Sundays 3-8pm in Orlando 115 from January 14-February 25

Office Hours: Wednesdays 8am-12pm, Sunday afternoons and by appointment

Disclaimer #1: This course takes the idea of experiential learning very seriously. If the thought of digging through garbage, getting dirty (literally) or doing other things that may make your stomach turn or eyes roll, this course probably is not for you. If you already engage in these activities or have harbored a secret desire to do so, then this course definitely is for you!

Disclaimer #2: Many college courses follow a predictable lock-step model (read textbook, discussed assigned reading, take exam on material discussed in class, repeat). By design, this is NOT one of those courses. How we spend our class time will vary every day, and while all

assignments and activities are geared to teach or reinforce a particular concept or skill set, what you are doing and why may not be apparent in the moment in which you are doing it. In short, enrolling in this class requires you to relinquish a little bit of control and trust that a) there's a master plan b) that I won't ever lead you astray.

Required Course Materials

- Defoe, *Moll Flanders* (any edition)
- Shakespeare, *Macbeth* (any edition)
- Access to Blackboard
- Access to Netflix
- Rollins email account
- In lieu of extensive book fees, please expect to spend approximately \$20 in supplies (for supplies and online film rentals) over the course of the semester.

Required Outside of Class Time Attendance

- * 1/21 Orlando Wedding Expo 11:30am-4:30pm
- * 1/28 Orlando Flea Market 9am-2pm
- * 2/22 Elliott Ackerman reading 7:30-9:30pm

Student Learning Objectives

1. Hone extended close reading skills of texts, material objects, historical sites, film and cultural phenomena
2. Learn how to read and engage with critical sources and basic literary theory
3. Develop and hone one's academic voice
4. Learn how to situate texts within larger literary, historical and cultural contexts
5. Develop and hone one's ability to work effectively in a team

Course Assignments

1. Quizzes and Homework Assignments (15%): All of your work for this course is designed to fulfill one or more of the course objectives. Daily reading assignments and class discussions and activities will prepare you for the quizzes and quizzes both model the formats and kind of analytical thinking that you will perform on your exam and paper. Quizzes will take a number of different forms including in-class reading assessments, short reflection papers, passage/image/object explications; thesis statements and essay outlines. Due to the developmental nature and pacing of this course, I cannot accept late quizzes or homework assignments.

Transferrable skills: critical thinking, complex problem solving, monitoring/self-assessment

2. Prelim Exam 1 (20%) and 2 (20%): After honing your analytical skills with a few low stakes quizzes and homework assignments, you will have the opportunity to show off your interpretative prowess on a larger stage. This celebration will ask you in part to generate short essays to prompts based on the ideas and theories we have learned in class.

Transferable Skills: critical thinking, written communication, time management

3. Final Essay (25%): Investigative journalism is all the rage right now, and for good reason: everyone loves a good mystery. This assignment gives you the chance to channel your inner

detective impulses into the research and writing of an 8-10-page secret history of an everyday object and an accompanying TED-talk style presentation.

Transferable skills: research and planning, information literacy, technological literacy, written communication; oral communication

4. Team Challenges (20%): Teamwork isn't just a buzzword in contemporary culture; it is the key to your professional survival and success. To prepare you for your life after graduation (where you will be asked to partner with people who come from different backgrounds and thus, think really differently than you), this course gives you the opportunity to form teams of approximately 2-3 people. Choose your teammate/s strategically because throughout the term, the groups will compete against one another in several challenges. In other words, picking teammates who share all your same talents may leave you vulnerable in some of the challenges.

Transferable skills: time management, teamwork, creativity, critical thinking

1. The Heist

Despite boasting state-of-the-art security systems for their time, some of the world's most famous museums—including the Louvre, Van Gogh and Munch museums—also have been hit by art thieves. Now it's your turn to join the dark side.

2. The Wedding Planner

Planning a wedding was just as an expensive and time-consuming endeavor in earlier eras as it was now. Thank goodness for wedding planners....

3. Trash to Treasure

The value of something depends on the story assigned to it. What's your object worth?

4. Cabinet of Curiosities

If you are what you collect, what does your cabinet of curiosities say about you and your place in the world?

5. Grave Goods

Egyptian pharaohs brought with them mummified cats and treasure-laden barges to the underworld. What will you take with you to the afterlife?

Team Roles (team members will cycle through the roles)

The Boss: You are the team leader and are responsible for organizing team meetings, leading group discussions, delegating assignments, mediating team conflicts and making final decisions regarding strategy.

The Yes Man: You serve as the boss's right-hand person. You are responsible for executing his/her/z's vision for the team, assisting him/her/z and making sure that the challenge is managed successfully.

The Attention Hog: Your primary function is to make your team look good. You are responsible for organizing and executing your team's marketing campaign, preparing and leading team presentations, answering questions from the class and otherwise serving as the public face of your group.

The Intern: Due to your lowly status, you perform a lot of the undesirable/embarrassing parts of the challenge. You are the animal killer, coffee getter and late-night and last-minute errand runner. You may be underestimated, but you also may be the key to victory.

Competition Grading

Your grade for each competition will be determined by the quality of work and level of effort that you put into each assignment. I will provide you with grading rubrics before each competition so you know exactly what is expected. Each person in your group has a different role to play, but the workload should be evenly distributed (each person should do 25% of the work). On the day of each challenge, each team member will fill in a pie graph showing each team member's contribution to that challenge. I will use these graphs to facilitate grading. While it is my sincerest hope that every team member will earn the same grade for each assignment, this system also provides a measure of accountability for team members who may feel inclined to rely too heavily on the efforts of others.

Under this system, it is possible to come in last place in a competition but still receive an "A" for the competition. Similarly, it is possible to win first place in a competition and earn a "B" or "C" on the assignment. In other words, personality alone can't get you through this ☺.

All course grades will be calculated using the following scale:

A (94-100) A- (90-93) B+ (87-89) B (84-86) B- (80-83) C+ (77-79); C (74-76); C- (70-73); D+ (66-69); D (64-66); D- (60-63) F (59 and below)



Course Policies/Unsolicited Advice

Attendance

This course covers a lot of ground very quickly. Since each class period is worth two weeks of class during a regular semester, you are not allowed any absences during the term. Your first absence may result in your final course grade being lowered by 1 full letter grade. If you miss 2 class periods, you will earn a failing grade for the course. I do not distinguish between excused and unexcused absences, so choose your absences wisely. **Be mindful of the fact that we will be going on weekly field trips during class time and attending one reading (in the evening) this semester. Missing a field trip or reading is the same as missing class and you will not be excused from any homework or quizzes that may be assigned or relate to these**

trips/activities. The only standing exception to this rule applies to students who are traveling on pre-approved college business (ie. varsity sports team). If you have a disability that may require additional exceptions to this rule, please make an appointment with the Disability Services Office.

Extra Credit

Do you want to boost your grade in this course by doing a little extra outside work? Take your quizzes/exams to the Writing Center! While I don't offer formal extra credit, students who utilize the support and assistance of our fabulous writing consultants always do better on their assignments. There are several fantastic writing consultants on staff who have taken this course from me in the past and thus know "how I roll" including **Iman Gareeboo** (igareeboo@rollins.edu); **Katie Deisler** (kdeisler@rollins.edu) and **Morgan McConnell** (mmconnell@rollins.edu). You must make your appointments 24 hours in advance for most writing consultants using the Tutoring/Writing appointments link (found in the Campus Logins on the Rollins R-Net page). However, if you wish to utilize the services of any of the above tutors, you may contact them directly.

***Please note that writing consultants have busy schedules and may not be able to accommodate you at the eleventh hour. Wise students will plan ahead and book their appointments well in advance of paper and exam due dates.



COLLEGE POLICIES

Disability Services

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible. If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/accessibilityservices/> and/or reach out by phone or email: 407-975- 6463 or Access@Rollins.edu. All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We

highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

Academic Integrity

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College. The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work." Material submitted electronically should contain the pledge; submission implies signing the pledge.

Specific to our course: Plagiarism is a serious offense with serious consequences that may include failing an assignment, the course, or both. Forms of plagiarism include but are not limited to purchasing a paper online, cutting and pasting material from the Internet or other electronic or print source (including Wikipedia), passing off someone else's work (or portions of that work) as your own, and failing to cite external sources. If I suspect that you have cheated on an assignment, you will be referred to the Dean of Student Affairs.

Credit Hour Statement

This course is a four-credit-hour course that meets 5 hours per week for 7 weeks. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2 ½ hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are the completion of daily reading assignments, production of written quizzes, drafting and revising essays and preparing and practicing for team presentations/challenges.

Title IX Statement

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX. Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

Recording Device Use

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

Course and Instructor Evaluation

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process. The online evaluative survey is

anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams. Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

Course Schedule

	Before Class:	Due on this day:
1/14	<p>Read:</p> <ul style="list-style-type: none"> • Haggard, <i>King Solomon's Mines</i> • Eilean Hooper-Greenhill, from <i>Museums and the Shaping of Knowledge</i> • David Morgan, "The Materiality of Social Construction" <p>View: <i>Indiana Jones and the Last Crusade</i></p> <p>During class: Field trip to Cornell Fine Arts Museum</p>	<p><u>'All About Me' Bag</u> -Fill a brown paper lunch bag with 4 objects that communicate something about you and bring to class</p>
1/21	<p>***Class meets today from 11:30am-4:30pm***</p> <p>Read:</p> <ul style="list-style-type: none"> • Defoe, <i>Moll Flanders</i> • Donne, "The Flea" • Marlowe, "The Passionate Shepherd to His Love" • Raleigh, "The Nymph's Reply to the Shepherd" • Donne, "The Bait" • Marvell, "To His Coy Mistress" • Herrick, "Upon the Nipples of Julia's Breast" <p>During Class: Field trip to Orlando Wedding Expo Meet at flagpole at 11:30am</p>	<p>Team Challenge #1: The Heist</p> <p>Team HW: Come to class with engagement ring/story</p> <p>Individual Assignment: Close reading essay (3-4 pages) on <i>Indiana Jones</i> or <i>King Solomon's Mines</i>. Please submit to Blackboard before class</p>
1/28	<p>***Class meets today from 9am-2pm***</p> <p>Read: * Chaucer, <i>The General Prologue of The Canterbury Tales</i></p> <p>Read the entire <i>Prologue</i>, but pay special attention to the portrait of your assigned pilgrim as well as lines 1-42 and 715-858. For language help, consult Harvard's interlinear translation: http://www.courses.fas.harvard.edu/~chaucer/teachslf/gp-par.htm</p> <ul style="list-style-type: none"> • Brown, "Thing Theory" • Benjamin, "Unpacking my Library" • Bradstreet, "The Author to Her Book" • Hawthorne, "The Minister's Black Veil" • Excerpt, <i>The Adventures of a Banknote</i> <p>During class: Field trip to Orlando Flea Market Meet at flagpole at 9am.</p>	<p>Team Challenge # 2: The Wedding Planner</p> <p>Individual Assignment: General Prologue Speed Dating Profile</p>

2/4	<p>Read:</p> <ul style="list-style-type: none"> • Chaucer, <i>The Pardoner's Prologue and Tale</i> • <i>York Play of the Crucifixion</i> • Kempe, from <i>The Book of Margery Kempe</i> • Relic Reading Packet • Herbert, "The Altar" and "Easter Wings" • Geisbusch, "For Your Eyes Only" <p>During Class: Superbowl Party</p>	<p>Team Challenge #3: Trash to Treasure</p> <p>Individual Assignment: Prelim Exam # 1 Please submit to Blackboard by the start of class</p> <p>Individual Assignment: Consignment Shop Reflection Paper</p>
2/11	<p>Read:</p> <ul style="list-style-type: none"> • <i>Travels of Sir Mandeville</i> • <i>Egeria's Voyages</i> • Excerpts from Frobisher's <i>Voyages to the Arctic</i>, Drake's <i>Circumnavigation of the Globe</i> and <i>Voyage to Virginia</i> • Foucault, "Natural History" • Miller, from <i>Coming Clean</i> <p>During Class: Field trip to surprise destination</p>	<p>Individual Assignment: Valentine's Day Box + cards</p>
2/18	<p>Read:</p> <ul style="list-style-type: none"> • Shakespeare, <i>Macbeth</i> (use any edition) • Ackerman, excerpts from <i>Green on Blue</i> • Desmond, "Postmortem Exhibitions" • Thomas Grey, "Elegy on a Country Churchyard" • Milton, Sonnet 19 "When I Consider How My Light is Spent" • Jonson, "On My First Daughter" and "On My First Son" <p>During Class: Field trip to cemetery</p> <p>Required Attendance: Elliott Ackerman reading Thursday, February 22 7:30-9:00pm Bush Auditorium</p>	<p>Team Challenge #4: Cabinet of Curiosities</p>

2/25	Read: <ul style="list-style-type: none"> • Behn, <i>Oroonoko</i> • Maslin, “The Price of Nice Nails” 	Team Challenge #5: Grave Goods Individual Assignment: Prelim Exam # 2. Please submit to Blackboard by the start of class.
2/26-3/10	No class; individual meetings with me about your final essay!	
3/11		Final essay due. Please submit to Blackboard by midnight