Course Description
Few questions are as central to the history of humankind as what happens to us after we die. It is perhaps not surprising, then, that ghosts are among the oldest and most universally recognized "non-human" entities in recorded history. Sometimes helpful, sometimes vengeful, ghosts are frequently depicted as being caught between worlds in ways that make us as audiences question our conceptions of morality, mortality, and time. In short, ghosts raise particularly pointed questions about the nature of "progress" and, indeed, humanity itself. To what extent are certain identity markers (gender, sexuality, ethnicity, religion, etc.) privileged over others depending on who is doing the "haunting" and why, for example? What do the voices of the dead (and the authors who pen those voices) tell us about our own cultural biases? In this course, we will explore how a representative sampling of ghosts endeavor to not only ask, but also answer these and other fundamental questions about the human experience.

Course Objectives
• Students will learn about the distinguishing characteristics of a literary genre and develop and appreciation of how that genre evolves into many diverse forms.
• Students will develop an advanced critical facility in the formal analysis of a specific literary genre.
• Students will be able to identify and use some of the most significant theories and methods that shape the contemporary study of a specific literary genre.
• Students will read and analyze works from a specific literary genre written during different historical eras and from different national or cultural perspectives.
• Students will demonstrate in both oral and written work a discipline-specific critical facility through convincing and well-supported analysis of related material.
• Students will demonstrate their command of academic English and the tenets of sound composition by means of thesis-driven analytical prose.
• Students will learn to use discipline-specific computer technologies related to the study of language such as listservs, word processing, and internet research.

***Additionally, you should know that the English Department has a commitment to writing instruction and revision in all of our classes.***

**Required Texts**

***Supplementary readings will be available via CourseDen, online or provided by me***

You will also need to view the following movies, which can be watched in the library (where they are on reserve), rented from the English Department (where there is one copy of each that can be checked out for a three day period of time), or viewed through a different means of your choosing: *Sixth Sense*. Dir. M. Night Shyamalan. Perf. Haley Joel Osment, Bruce Willis, and Toni Colette (1999). [Available to stream through Amazon and Netflix.]


**Required Work**
Fuller descriptions of your formal assignments and study guides for your exams will be posted to CourseDen.
• *Daily Participation* (20%): You are expected to not only do the assigned readings, but also to come to class prepared to discuss said readings. This does not mean that you have to have everything “figured out” ahead of time; questions and clarifications are perfectly reasonable ways to contribute to class discussions, though you need to make an effort to share your opinions and insights too if you want higher than a “C” in this component of your grade. Challenge yourself to talk at least once a class. If I get the sense that you are not reading, I will incorporate reading quizzes into this component of your grade. I will post your participation grade twice: around two weeks in and at the end of our “semester.”
• *Response Papers* (20%): you will write a series of short response papers (450-600 words) on the Discussion Forum of CourseDen, and you will comment on several of the posts
written by your peers. I will provide you with a couple of questions weekly to help you get started with your responses, but you should feel free to develop your ideas however you see fit to best engage the texts meaningfully. You will be graded on your interpretative ideas and your ability to meet deadlines over your formal writing ability for both your posts and your responses to your peers (which should be around 200 words each). I will provide limited feedback on each of your posts, which, taken together, will constitute fifteen percent of this grade; your responses to your peers will be graded cumulatively and are worth five percent of this grade.

- **Analytical Paper (20%)**: A 4 to 5 page paper focusing on the close, analytical reading of how ghosts function in a text or texts of your choosing from the first half of the course.
- **I Ain’t Afraid of No Ghost Presentation (20%)**: Each student will research a ghost story not included on our syllabus and present his/her findings to the group as a whole during a ten-minute presentation on the last day of class. In addition to turning in your visual aid for your presentation, you will also submit an annotated bibliography of the resources you consulted and a short rationale explaining why you choose the text you presented on.
- **Discussion Kickstarter (10%)**: Working in pairs, you will be responsible for leading a twenty-minute class discussion. How your group chooses to do this is entirely up to you. You might, for example, prepare an in-class activity to start discussion or you might prefer to prepare a set of questions to cover. Regardless of what strategies you decide to employ, your goal will remain the same: to engage your peers in thoughtful and thought-provoking dialogue about the texts we are reading.
- **Final Exam (10%)**: Cumulative, writing intensive exam covering class reading, discussions, lectures, etc.

**Attendance**

You are expected to attend class daily and be on time. I take roll by asking the class a specific “attendance question”; if you show up after I am done with roll you will be considered late. You may miss one class with no questions asked. Absence two will result in your final grade dropping by two percentage points. Three or more absences will result in you not passing this class. Two late arrivals count as one absence. Leaving class early without permission also counts as an absence, as does showing up more than twenty-five minutes late. If you are asked to leave class for any reason, that too will count as an absence. Should you miss a class at any point in the semester, it is your responsibility to talk to your peers to figure out what you missed. In-class work cannot be made up except for cases of documented emergency and missing multiple in-class discussions will negatively impact your participation grade.

**Deadlines and Submitting Assignments**

All of your work is due on the days and times indicated by the schedule below. You will submit your work electronically via CourseDen (or email if there happens to be server trouble). Your grade will drop by two grade scales (four points) for every day that it is late, including weekends, and I will not accept work that is over a week late. If you are going to be absent the day that something is due, it remains your responsibility to make sure that your work is turned in on time. Failure to do so will result in your grade dropping. If you are having trouble with an assignment, come and talk to me well ahead of that assignment’s due date; I do not grant last minute extensions for assignments. It is your responsibility to regularly back up your work and to ensure that the submitted product is formatted correctly. “My computer ate my file” and “I thought I
submitted that file” are not accepted excuses for late work, so I strongly suggest you save your work to a USB drive regularly (backing your work up on Google Drive or another cloud service is also advisable) and double check that ALL of your submissions to CourseDen go through as planned. If you have questions or concerns about CourseDen, you should contact the Distance Learning office (http://uwgonline.westga.edu/).

**Grading and Revision Policies**
Grades are based on student performance on each assignment. Simply turning in every assignment does not guarantee that you will receive the grade you want on those assignments, nor does earning a “good” grade on one assignment guarantee that you will earn a similar grade on the next assignment. The grading scale—A+, A+/A, A, etc.—and standards I use are detailed in the “Grading Scale and Guidelines for Formal Assignments” document on CourseDen. I do not offer extra credit for this class. I do accept revisions of analytical papers if you meet with me to discuss your plans for revision within two days of me handing the graded paper back to you. You should come to this meeting with your revision plan/goals typed up or written out. Revised papers do not necessarily earn higher grades, but I do guarantee that your grade will not drop in any way should you decide to attempt a revision. If you are revising a paper that was penalized for plagiarism, your old grade and your new grade will be averaged to determine the final grade that you will receive.

**University Policies and Student Rights/Responsibilities**
Please carefully review the following Common Language for all university course syllabi: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It contains important material pertaining to university policies and responsibilities. Because these statements are updated as federal, state, university and accreditation standards change, you should review the information each semester.

**Academic Honesty**
The act of plagiarism—claiming someone else’s ideas, language, images, or other original materials as your own without giving full credit to your source—is a serious offense. As members of an academic community, it is important that we engage in responsible and honest communication with one another. Plagiarism, whether accidental or intentional, will result in a failing grade for assignment and will, as a result, negatively impact your overall grade. Repeat offenders will fail the course and might be subjected to additional action by the University.

If you are unclear about how to cite a source, ask me before you turn your work in. Sources you should consult before talking to me include:

- The department's website: http://www.westga.edu/%7Eengdept/Plagiarism/index.html
- The Bedford/St. Martin student site: http://bcs.bedfordstmartins.com/rewriting2e/#t_526483
- The research and citation section of Purdue’s online writing lab: http://owl.english.purdue.edu/owl/section/2/

Submitting someone else’s work as your own, resubmitting your own work done for another class, or collaborating with peers on individual assignments are also forms of academic dishonesty that will result in failing grades for the assignment in question.
Accessibility Services
UWG adheres to the American with Disabilities Act (ADA), which requires that accommodations be made to make programs accessible for people with disabilities. If you are a student with a disability, please make sure to register at the Accessibility Services Office and provide me with a copy of your Accommodation Request as soon as possible. The Accessibility Services Office is located at 123 Row Hall. You may call them at 678-839-6428 or visit their website at http://www.westga.edu/counseling/4486.php.

Classroom Environment
Since everyone is expected to participate in class, it is important that you all feel comfortable doing so. Some of the content we will be discussing involves topics or perspectives with which you might not agree or feel wholly comfortable, and that is okay. Differing viewpoints are welcome in class discussions; however, disrespectful comments against specific individuals or groups will not be tolerated under any circumstances. In the event that such a statement is made, the speaker will be asked to leave class immediately and will be marked absent for the day. Disagreeing with someone is one thing, disrespecting or attacking him or her is another—do not do it. On a related note, it is disrespectful to both me and your fellow classmates to let your cell phones ring during our time together, so please turn off your phones before class. Other portable electronics should, likewise, be turned off during class unless you are given permission to use them for a specific purpose. If I see you text messaging, emailing, checking facebook, or doing work for another class, I will ask you to leave and mark you as absent.

Additional Help
I am happy to meet with you outside of class to discuss homework due, your progress on projects, or any other questions/concerns you might have about class, school in general, etc. I will be in my office during the office hours listed at the top of this syllabus. On the occasion that I need to reschedule office hours, you will be given as much advanced notice about these changes as possible. If you are unable to come to office hours, let me know and we’ll figure out another time to meet that is convenient for us both. I am also happy to answer specific questions over email and will do so as quickly as I can. That said, please don’t panic if you don’t hear from me right away, especially if you send your email at, say, midnight. If, however, I haven’t responded in 24 hours, feel free to send a follow up email.

The University Writing Center is another excellent resource that I encourage you to take advantage of as all writing benefits from multiple sets of eyes; indeed, professional writers workshop their pieces all of the time. You may go to the Writing Center at any stage in your writing process. For more information or to make an appointment, call 678-839-6513, visit TLC 1201, or email writing@westga.edu.

UWG Cares
College can sometimes feel stressful. Please know that everyone at UWG is committed to supporting you to the best of our abilities; we’ve been in your shoes. If at any point during the semester you or someone you know starts to feel overwhelmed, I’d encourage you to call the Counseling Center (it’s free and anything you discuss can remain confidential) at 678-839-6428. If you need me to help you find a particular support service or walk with you to an office, I am happy to do that; you need to know, however, that I am legally obligated to report any incident of sexual assault. If you are worried about someone who does not seem to want to ask for help, visit
http://www.westga.edu/uwgcares/ to file an anonymous report on that person. In case of emergency, don’t be afraid to call national help lines, like the national suicide prevention lifeline at 800-273-8255 or the national sexual assault hotline at 800-656-4673.

**Schedule of Homework due and Assignments (due the date on which they are listed)**

This syllabus is a general plan for the course and might be modified as the semester progresses to meet course objectives or address the needs of the class. Most (if not all) of the changes made will be in consultation with the class as a whole. I will announce any changes made in class before sending out a revised syllabus. It is your responsibility to check CourseDen and your email regularly to ensure you are up to date on all class announcements, etc.

### Week One

| June 27 | Historical overview: defining a genre; course overview: establishing expectations. Discuss movie and introduction to Middle English.  
**Homework due:** watch *Sixth Sense* |
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| June 28 | The Middle Ages Part One: Advice from Dead Mothers  
In class: “Ghost of Beaucaire,” “Hand of Reyneke,” and excerpts from *Eyrbyggia Saga*  
**Homework due:** *The Awntyrs off Arthur* ([http://d.lib.rochester.edu/teams/text/hahn-sir-gawain-awntyrs-off-arthur](http://d.lib.rochester.edu/teams/text/hahn-sir-gawain-awntyrs-off-arthur)) |
| June 29 | The Middle Ages Part Two: White Knights Are Complicated  
In class: “Lay du Trot” and “Huntsmen of Ravenna”  
**Homework due:** *Sir Amadace* ([http://d.lib.rochester.edu/teams/text/hahn-sir-gawain-awntyrs-off-arthur](http://d.lib.rochester.edu/teams/text/hahn-sir-gawain-awntyrs-off-arthur))  
**Response One due by midnight tonight** |
| June 30 | Early Modern England: My Father, My Uncle, My Father, My Uncle!  
Kickstarter: Group One  
**Homework due:** *Hamlet*, Acts 1 and 2  
**First set of peer responses due by midnight** |

### Week Two

| July 3 | More Deaths in the Family  
In class: Eighteenth Century Border Ballads and “Euphemia Hewit”  
**Homework due:** finish *Hamlet* |
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<td>July 4</td>
<td>Independence Day: No class.</td>
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| July 5 | Victorian England: The Power of Three  
Kickstarter: Group Two  
**Homework due:** *Christmas Carol*  
**Response Two due by midnight tonight** |
| July 6 | Crossing the Ocean via the Short Story  
In class: writing workshop after discussion of reading  
(all are on e-reserve)  
**Second set of peer responses due by midnight** |
| July 7 | Writing day: no class meeting.  
*Last Day to Withdraw with Grade of “W”*  
**Analytical Paper due by noon tomorrow (7/8)** |
### Week Three

**July 10**  
American Realism: When Good Kids Go Bad  
Kickstarter: Group Three  
*Homework due: The Turn of the Screw*

**July 11**  
The Twentieth Century: Women Writing Women  
In class: “Watcher in the Corner”  
*Homework due: Haunting of Hill House, pp. 1-60*

**July 12**  
Isolation as Neuroses?  
In class: “Rag and Bone Men”  
*Homework due: Haunting of Hill House, pp. 60-116*

**July 13**  
When Dreams Become Nightmares  
Kickstarter: Group Four  
*Homework due: finish Haunting of Hill House*  
**Response Three due by midnight**

**July 14**  
Ghoulish upbringings  
In class: “The Ghost” and “The Others”  
*Homework due: The Graveyard Book, pp. 1-98*  
**Third set of peer responses due by midnight**

### Week Four

**July 17**  
Human monsters  
In class: “The Trentino Kid”  
*Homework due: The Graveyard Book, pp. 99-210*

**July 18**  
A Border Closes  
Kickstarter: Group Five  
*Homework due: finish The Graveyard Book*  
**Response Four due by midnight**

**July 19**  
Wrapping up.  
In class: Q&A and time to work on presentations after discussion of movie  
*Homework due: watch Beetlejuice*  
**Fourth set of peer responses due by midnight**

**July 20**  
Last Day of Class.  
**Presentations**

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**Final Exams due by 5pm on Saturday, 7/22.**