**Novel Emotions**

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**Class Location:**  
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**Office Hours:**  
Thursday: 3:30-4:30, & by appointment

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**Texts**  
* Aphra Behn, *Oronooko*.  
* Eliza Haywood, *Fantomina*.  
Laurence Sterne, *A Sentimental Journey Through France and Italy*.  
Horace Walpole, *The Castle of Otranto*.  
Jane Austen, *Persuasion*.  
Ruth Ozeki, *A Tale For The Time Being*.

**Theorizing Emotions**  
* Sara Ahmed – *The Cultural Politics of Emotion*.  
* Edmund Burke – *Enquiry into Our feelings of the Sublime and the Beautiful*.  
Sonja Lyubomirsky – *The How of Happiness*.  
* Adam Smith – *Theory of Moral Sentiments*.  
* Adela Pinch - *Strange Fits of Passion from Hume to Austen*.  

*I will provide excerpts from the texts with asterisks. You are not required to purchase them.*

**Overview**  
What are our emotions? How do emotions affect our thoughts and memories? How do they influence our response to objects, humans and nature? This course introduces a theory of emotions and novels whose successes have rested on readers’ affective responses. We will begin by reviewing theories from the seventeenth century on meanings and significance of emotions. Each week, we will focus on the nature of a specific emotion, such as melancholy, fear and happiness. Ranging from the seventeenth to twenty-first century, our reading list will include Aphra Behn, Jane Austen, Horace Walpole, Ruth Ozeki, besides more recent texts that focus on the science of emotion.

**Course Goals**  
Texts & Contexts is an introduction to the art of literary interpretation; it develops techniques of close reading, an appreciation of the relations among literary works and the contexts in which they are written and read, and an ability to construct and support an argument out of your own observations about the texts.

**EP 2**  
In addition to the Course Goals, all sections of T&C are *Eloquentia Perfecta* seminars. Core Curriculum documents specify that EP courses be capped at 19 students and that at least 20%
of class time be devoted to student writing and oral expression. In other words, this course will be both writing- and discussion-intensive. Each student will complete 20+ pages of polished written work, with opportunities for discussion of student writing.

**Attendance Policy**
Class attendance is fundamental to performing well in this class. Attendance will be taken every day. My attendance policy reflects Fordham’s expectations, as outlined in Undergraduate Faculty Handbook, Classes and Exams, 2.3.2 Student Attendance (FCRH) (which can be found online), which states that the maximum number of total allowed absences cannot exceed two weeks worth of class.

This means that you may miss 4 classes without repercussions. There are no excused or unexcused absences. More than 4 absences, including on the date of the Final Exam, will result in an incomplete for the course.

If you know you will be late in advance, you are expected to contact the professor (bartan@fordham.edu) and make appropriate arrangements beforehand. Similarly, leaving class early must be discussed via email, or in person, with the professor prior to class. Chronic or extreme tardiness, leaving the class early without prior discussion with the professor, or being substantially unprepared for class, may result in an absence.

**Blackboard**
All of your homework and essays will be submitted via Blackboard, and will be due at a predetermined time (you should already have access to our class’s Blackboard site). Each assignment will have its own submission entry to which you can upload your work (EX-Essay 3, etc.). Secondary readings, and primary readings which I’ve scanned, will be made available via Blackboard as pdfs (under the folder “PDF Readings”). Please let me know immediately via email if you’re having trouble with Blackboard, and we can figure out an alternative. With that being said, it’s your responsibility to keep up with class submissions, readings, etc.

**Late Work**
For Essays, late submissions will result in a letter grade reduction for every 12 hours after due time.

**Course Conduct**
Students are expected to cooperate in maintaining a classroom environment that fosters the learning experience of fellow students and faculty.

**Academic dishonesty of any kind— cheating, plagiarism, etc.— will not be tolerated.**
Any instance of such action will result in an immediate and irrevocable failing grade on the assignment, the possibility of failing the course, and a report to your dean. If any student has questions as to what plagiarism is, I am available for all questions the student might have. Indeed, if you have any doubts or questions, send me an email.

- *Always be sure to bring the appropriate materials to class* — This means students are expected to have primary texts available for class usage (in hard copy), and secondary texts printed out or readily available on a tablet or laptop — our class
discussions will frequently require referring to these texts, so it’s very important that you bring the texts to class. Failing to arrive prepared for class may result in you being absent for the day.

- **Keep A Folder** — Carry your class materials in a binder or folder. This includes notes from previous classes, the class syllabus, material to write on, etc.

- **Annotate!** — It is strongly recommended (in the strongest manner of recommendation possible) that students take notes on all texts read/viewed (in other words, annotate your readings, including this document). This will ensure that you retain, and are more easily able to develop, interesting insights, both for your own work, and to share with the class. Annotating can be as simple as jotting down a few ideas or questions in the margins as they occur to you, looking up words you’re unfamiliar with and writing down a brief definition, circling words or phrases which catch your eye, etc. Annotating is the easiest way to take note of, and develop, your own observations into sustained and well-supported arguments.

- Snack foods and drinks are allowed. Alcohol is strictly prohibited.

- Laptops are allowed; however, technology should enhance your learning experience, not detract from it. I reserve the right to ask students not to use computers. If I see that you are not taking part in the conversation, and are instead perusing Facebook, the internet, etc., you’ll be counted as absent for that class.

- **Phones must be placed on SILENT.** If you must use your phone (for instance a family emergency), please step out of the room. Otherwise put your phones away— they mitigate your ability to be an engaged student and disrupt the class more broadly.

- Students are expected to respect both the professor and fellow colleagues in all venues of lecture and discussion. This includes refraining from personal attacks during discussion. Students are expected to conduct themselves in a manner fitting of a university classroom.

- Students who feel the need to nap during class will be excused from the classroom, and marked absent for the day.

- Students with unique needs should identify themselves at the beginning of the term. Fordham University is dedicated to providing all students with the necessary academic and auxiliary aids to facilitate their participation and performance in the classroom.

**Assignments**

**Essay Expectations and Formatting**

By the end of the semester, you will have written one mid-term (approx. 6-8 pages) and one final essay (10-12 pages). All Essays must be submitted via **Blackboard by the time indicated** on the prompt.

**Essay Formatting**

- The usual 1” margins
Once a week you’ll be expected to post on our class’s BlackBoard forum. Posts are due on class days (mostly on Thursdays, but please check the syllabus) at 10 am, and you are expected to respond to the texts we're discussing that day. Forum Posts are graded on a scale of 0-5. There will be 8 from posts, and you do not need to post to the Forum on weeks that an essay draft is due (these weeks are noted on the Reading Schedule). At the end of each section (Ex, “Pleasure”) I’ll send you an email with your scores for that section’s Forum Posts, along with a few comments. All posts are expected to include a claim (or claims) supported by quotes and quote analysis. Intertextual work, in which you draw connections with other texts from the course, is welcome.

A few possible questions to consider— How a passage fits into the work as a whole, for example, where else in the work do you see the author addressing a similar issue? Where are some places where the author seems to contradict or challenge the ideas present in your selected quote? Are there particular terms or phrases which you find intriguing? If so, unpack them and provide some insight into why these terms are important. You may also compare your chosen passage to something you’ve found in another work that we’ve read and discussed.

Forum posts are a good place to begin developing concepts you may want to address in more depth in a later essay. As such, feel free to revisit concepts that you find intriguing, but don’t just copy paste a Forum Post into your essay. For instance, you may find yourself frequently thinking about what the term “commodity,” or “equality” means in different contexts. Considering this term’s usage in a few different texts may ultimately lead to a productive paper topic.

Similarly, forum posts are a good place to gather additional ideas, possibilities for future essays, etc. I strongly suggest perusing each other’s Forum Posts, and feel free to respond to other people’s posts with ideas, questions, other places where you’ve seen a similar idea, etc. Responses are not mandatory but are welcome.
Presentations

You’ll be responsible for 2 class presentations, each expected to be about 5-10 minutes long. These will be graded on the clarity and depth of information and claims presented, and how well you teach your peers. I’ll pass around a sign-up sheet on the third or fourth day of class.

Handouts and Slides (for instance Google Slides or Prezi) are welcome additions to your presentation, but I ask that you share digital presentations with my Fordham email address (bartan@fordham.edu) so we don’t have to go through the process of signing out and signing in on multiple accounts. Relevant images are always fine to include in your presentation.

- One presentation will be on a **keyword** (which I’ll supply) for that day’s class. Your task will be to “teach” the keyword, presenting research and insight into the ideas behind the keyword, as well as how this keyword can act as a lens to help interpret texts from that day’s class. One example might be the keyword “gender” on a day that we discuss the work of Ursula Le Guin. Not only will you want to explore the idea of “gender,” (the history and development of the term, examples, etc.) you’ll also want to show clear connections with class texts, including quotations and quote analysis, in order to help us as a class understand how the concept is present in the texts, and why this matters/ how it affects our interpretation. This presentation will be scored on a 0-5 range.

- For one presentation you’ll be expected to teach the class a piece of secondary literature (by which I mean a published academic article or chapter, which I’ll supply via Blackboard) which provides insight into the text(s) we’ll be reading that day. You’ll share this task with one of your peers. It’ll be both your task to provide an overview of the author’s claims and support and to clearly show ways in which the argument put forth by this secondary piece of literature relates to the text(s) we’re reading. It’ll be important to quote both primary and secondary texts, and to provide this material to your peers via slides or handouts, and to provide enough context that your peers will have a substantive understanding of the broader implications of these examples. A certain amount of synthesis and understanding will be required on your part, meaning rather than just copy-pasting the article, you’ll have to make decisions about what works best to include and why. This presentation will be scored on a 0-5 range.

Your keywords presentation will be assisted by referring to *Keywords for American Cultural Studies*, ed. Burgett, Hendler, which is available online via the Fordham Library website. A copy of *New Keywords* will also be made available to you.

Grades Breakdown

Grade Calculation

I calculate your grade at midterms (for freshmen), and again at the end of the term, using a standard percentage-based guide:

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-range = 90s</td>
<td>Regular essays are usually worth 100pts; short writing assignments and presentations are generally 25-50pts; quizzes are often 10pts; the final exam is usually 200pts; essay revision is 50pts (for both).</td>
</tr>
<tr>
<td>B-range = 80s</td>
<td></td>
</tr>
<tr>
<td>C-range = 70s</td>
<td></td>
</tr>
<tr>
<td>D-range = 60s</td>
<td></td>
</tr>
</tbody>
</table>
Excellent participation in class may slightly increase your score.  
Class attendance, because mandatory, is a separate issue.

Resources: Office of Disability Services

If you are a student with a documented disability and require academic accommodations, you need to register with the Office of Disability Services for Students (ODS) in order to request academic accommodations for your courses. Please contact the main ODS office at Rose Hill at 718-817-0655 to arrange services. Staff at ODS can walk you through the process and arrange appointments depending on which campus you take courses. Accommodations are not retroactive, so you need to register with ODS prior to receiving your accommodations. Please see me after class or during office hours if you have questions or would like to submit your academic accommodation letter to me if you are already registered for accommodations with Fordham.

A Few Notes

- Some members of the Fordham community are known by a name that is different from their legal name. Students who wish to be identified by a chosen name can contact me via email and request their chosen name and pronoun be used.

- You are expected to have read each text by the date indicated. I advise reading them in the order indicated.

- You are expected to bring these texts in hardcopy to each class (preferably annotated). This may mean printing out short stories. It’s important that we all have the texts we’re discussing available and in front of us to refer to.

- Readings that are not in course texts will be provided as handouts, generally in hardcopy on the previous class, but digital copies will also be made available via Blackboard (for instance if you miss a class, or if we have a snow day).

- If we have a snow day, you are still responsible for readings/forum posts/essay drafts due that day. We’ll double up presentations and our discussions of texts on the next class. If a snow day falls on a day that we’re workshopping drafts, I’ll digitally respond to your draft with a few comments.

- Articles for presentations will be made digitally available via Blackboard. Please feel free to refer to, and draw on them (for instance quoting one in an essay) as you like.

- Those readings marked “Potential Additional Reading” are not required, but are available if you’re curious and would like to further investigate (to whatever degree). I may briefly mention these additional readings in class, and by all means feel free to bring them up as you like, whether in class or in Forum Posts.

- As noted earlier, Forum Posts are not due on weeks in which an essay draft is due.
The following reading schedule is subject to change. I’ll update you accordingly.

Schedule of Readings and Assignments

**June 30**  Introductions
Sara Ahmed, “Feel Your Way”

**MELANCHOLY**

**July 1** Burton, *The Anatomy of Melancholy*,
Cvetkovitch, “Writing Depression: Acedia, History and Medical Models”

**July 2** Behn, *Oroonoko* (ch. 1-3)

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**PLEASURE**

**July 7** Addison, “The Pleasures of The Imagination” Haywood, *Fantomina, Or Love in A Maze*

**July 8** Haywood, Fantomina (ctd.)
Sterne, *A Sentimental Journey* (selections)

**July 9** Berlant, “Sex without optimism”

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**FEAR**

**July 14** Burke, selections from *Enquiry into Our feelings of the Sublime and the Beautiful*,
Walpole, *The Castle of Otranto* (chapters I – II)

**July 15** Walpole, *The Castle of Otranto* (chapters III – VI)


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**SYMPATHY**


**July 22** Smith, *Emigrants* (selections)

**HAPPINESS**


**July 29** Ozeki, *A Tale for the Time Being*

**July 30** Ozeki, *A Tale for the Time Being*

**August 4** Lyubomirsky, selections from *The How of Happiness*