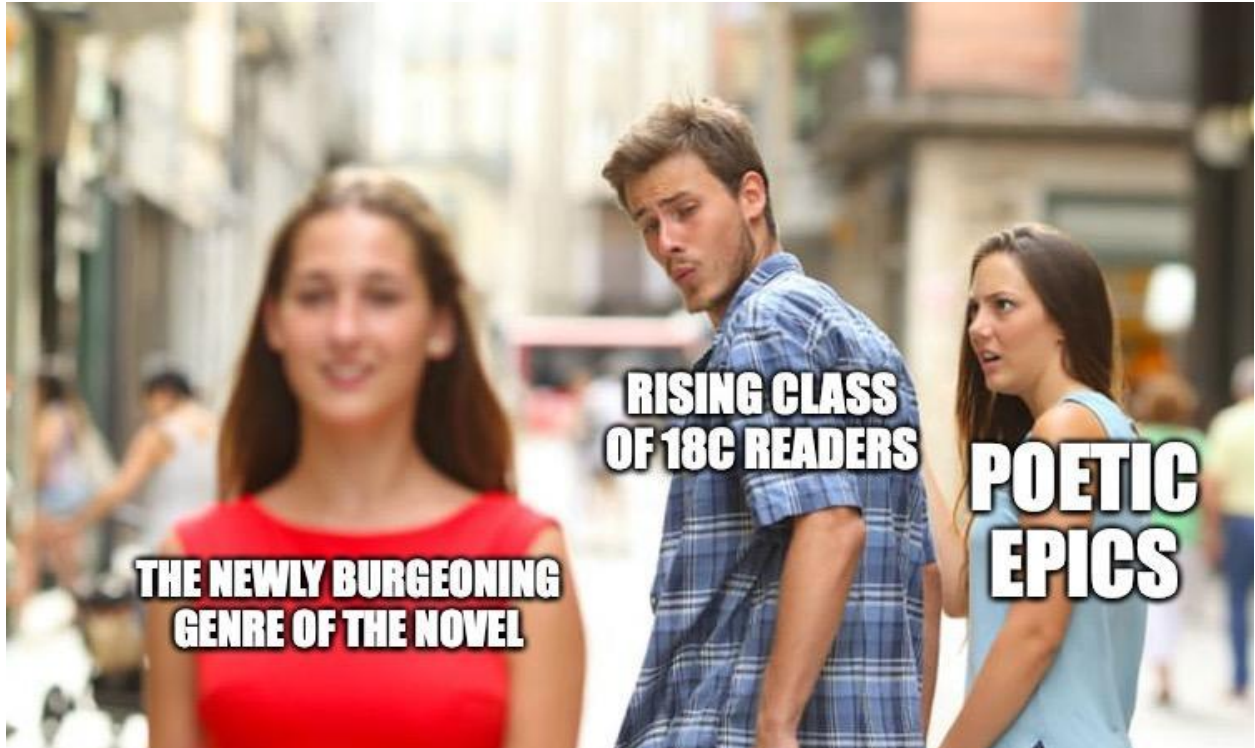


Homework

Week 2: Early 18C Memes

As we wrap up the first half of the eighteenth century, please show me something you've learned via memes! Please find a meme template (I recommend this one, but there are many (Links to an external site.)) and send me **three memes** that encapsulate the most important things (to you) you've learned these two weeks. Memes specific to a particular writer or writers is preferred, or a discussion of form. You are welcome to attach a short note / reflection with more explanation, but this is not required. This is complete/incomplete, so have fun! Here are a few I made as examples:



Week 5: Pride and Prejudice Response

Now that you have finished the novel, please write a few sentences about your personal response:

1. How was the process of reading this novel? Did you read it in long chunks? Before bed? Have you learned anything about yourself as a reader?
2. How do you see this novel as relevant to your own life? Do you relate to any of the characters? Do the characters remind you of anyone you know? Do you or those you know struggle with issues similar to the characters of P&P over 200 years later?
3. What do you believe are the **KEY** things to know and remember about Pride & Prejudice in the history of literature?

Short Assignment

Listicle

Due: Friday, February 25th by 11:59pm to Canvas

Rough Drafts submitted by Friday, February 18th will receive feedback for revision

Purpose

1. Continue practicing articulating wide themes/historical context within 1700-1900 in relation to analysis of specific texts
2. Continue to develop rhetorical awareness beyond the academic paper for a public audience
3. Synthesize ideas across authors and texts
4. Scaffold knowledge and ideas for your final project

Overview

- The listicle is a mix of a list and an article.
- You should pick a theme for your listicle that helps you explore themes/ideas across multiple works (at least five)
- Please include short quotations as well as analysis in each entry (minimum of five entries).
- Think of it as fun, smart, nerdy clickbait a la Sparknotes! People should learn something / think more deeply about your topic after reading your listicle—and enjoy it!

Format

- You can use Listly, Word Docs, Powerpoint, Tumblr, any platform you wish!
- Minimum of five entries (each **must** have a quote/analysis and an attached image/gif)

Example themes

- 8 ways 18/19th century literature affected political change
- 10 pieces of advice from 18th/19th century feminists that are still relevant today
- 7 ways Romantic literature can inspire us to fight climate change
- 8 18/19C poets and their contemporary doppelgangers in rap music

Example Entry (from a previous student)

10 Ways Percy Shelley was an Incredible Poet, but not Husband Material

1. He was obsessed with his own legacy.

We all love a self-confident man – but only to an extent. Shelley was all consumed with the legacy he would leave behind, so much so that it was the center of many of his poems. In his most famous poem, Ode to the West Wind, he writes, “Drive my dead thoughts over the universe/ Like wither'd leaves to quicken a new birth!” Shelley, utterly aware of his own mortality, asks the wind to carry his words among mankind to keep his legacy alive when he dies as he believes the world needs to hear his voice. He differs from Wordsworth, his predecessor, in that he is less ‘pretty’ in the way he describes nature, especially in this poem. Using nature to show the harshness and push and pull of the seasons, we see more clearly how life around us changes, and how nature moves on regardless of man; which is why Shelley desperately asks the wind to carry on his legacy. He dives deep into these ideas of mortality and legacy, questioning the cyclicity of life and nature and inspiring many writers in the Victorian era and the future to come. Which is great and all, until he gets you a photo of his own face for Valentine’s Day.

Personal Engagement Activities (Extra Credit)

Literature in the World

For this extra credit opportunity, I ask you to take a piece of literature we've read so far to a place that gives it extra meaning to you and re-read it. For example:

Wordsworth's "I Wandered Lonely As a Cloud" at Green Lake when the daffodils are blooming
Wollstonecraft's "Introduction" to *Vindication* in Suzzallo Library or another academic setting
Smith's sonnets while sitting outside at night, looking at the moon
Wordsworth's "Tintern Abbey" near a river/in nature
Coleridge's "Lime Tree Bower" in a park (propped against a tree!)
Shelley's "Mont Blanc" while in the mountains
Keats "On Seeing the Elgin Marbles" or Browning's "My Last Duchess" while at a museum
Any poem in your home, read out loud, candlelit (NO electricity--paper and candles only).

Then, write a **personal reflection** on your experience reading in this place. This should be creative, lyrical writing, like a personal essay, rather than a report for me. It can be personal. Consider the following questions:

How would you describe this place? Have you been here before?
How did reading in this place change **how** you read?
What new ideas about the piece do you have now?
Does this piece have any special significance to you? Will it now?

This should be 300-500 words. Please enjoy!

Movie Review for Romantic Circles Blog

There are a ton of movies that are either adaptations of works we've read in class or are set in the time period we are studying! For this extra credit opportunity, please pick one film or miniseries (min. one hour long) that is set 1700-1900 to review for a public audience.

Your review should make connections between the piece you are reviewing and what we've discussed in class and should reference at least **one class reading** directly in connection. Please be as specific as possible and remember that your audience may not be familiar with the piece you are reviewing.

Things to include:

- Summary of the movie you watched
- Historical context (political, social, literary, gender, class, etc.)
- Connections to course themes
- At least one reference (**including a quote**) from something we've read in class.
- Your personal reaction to it. (likes, dislikes, surprises, etc.)

Remember, this **should be interesting to read!** Please write it **not** as a report for me, but as if you were to publish it on the internet for others to enjoy and read. This will not be accepted if it is not written for a public audience.

Your review should be ~500 words. It will be worth a maximum of 3 extra credit points, depending on specificity of writing, depth of connections made, and public-facing rhetorical choices.

Final Project Prompt

Final Project and Reflection

Due: Monday, March 14th by 11:59pm to Canvas

Purpose

My hope for your final project is that you will be able to demonstrate these six things:

1. **Historical/Political Context (macro analysis):** relevant non-literary context is included and adds meaning to the project
2. **Literary Movements/Shifts (macro analysis):** relevant literary context is included and adds meaning to the project (including information about the author)
3. **Close Reading (micro analysis):** A close reading of at least one piece studied this quarter (though this could be multiple pieces)
4. **Personal/Public Humanities:** A connection to the material that is personally relevant (identity, interest, skill development, connected to your major) and goes beyond this classroom
5. **Rhetorical Awareness:** A strategic composition with a clear goal, audience, and attention to genre conventions
6. **Metacognition:** Awareness of your own growth, choices, strengths, areas still to improve, and joy found in the project.

Requirements

1. Project: Podcast or Public-Facing Article
2. Personal Reflection (~1000 words, but no constraints)

Creative/Academic Project Ideas

Each of these options must include the following:

- Your personal connection to the works / why you're interested in this topic
- A central purpose/message (going beyond informational/cataloguing) with clear stakes for why your audience should care
- Close readings/interactions with the text (including quotations and direct analysis)

Podcast Episode

- At least a 10-minute podcast about a topic of your choice.
- Outside research not required, but welcome
- **Tip:** There are two professional sound recording studios on campus. Genre conventions of the podcast should be followed.

Public-Facing Article

- For a general audience rather than an academic audience (audience / magazine where you'd want it published should be identified in your reflection)
- The goal is to help a general audience connect with and understand the importance of 18/19C literature
- This could be: Personal connection to the works (inspired by your "literature in a place of significance, if you did it), expansion of the ideas you explored in your listicle, etc.

Creative Response

- Produce art of some kind (short story, poems, music, etc.) that demonstrates close analysis of Romantic work and themes.

- **An Artist's Statement is required in addition to the reflection.** Think of this as the plaque that hangs next to art in a gallery / interview with the artist on a website; here you will explain your goals, choices, and explain the close readings you performed to create your art **to the audience for your art.**

Curated Online Exhibition

- A digital exhibition of artifacts, paintings, photos, etc. that you think are helpful/necessary to explaining Romanticism/a particular piece, plus text explanations.
- See REVE (online exhibit) for an example of this.

Other: If you have another idea, please come talk to me about it by **the end of Week 9.**

Reflection

Your reflection can be written in a formal or informal tone; think of it as the replacement of a 20-minute conversation about / defense of your project with me. It should cover the following:

1. Why did you choose this project/topic? Consider choices made regarding Audience, Subject Matter, Genre/Format, Goals, Central Purpose, Contribute to conversations about these works
2. How is this project relevant to you as a person? (Consider: Does it explore aspects of your identity/interests? Does it discuss values important to you?)
3. What do you identify as its greatest strengths/what are you most proud of?
4. What do you wish you had more time/skill/resources to do?
5. What growth have you seen in yourself over the length of this quarter?
6. What joy have you found in this project and in the material?
7. Anything else you wish to reflect on at the end of the project / course!

Criteria for Success (out of 25)

Project (20)

Central Purpose + Stakes (3): There is a clear central purpose to the project that is supported by all other rhetorical choices. The project's contribution to the conversation about these texts is clear / it is clear why the audience should engage with the project

Historical/Political Knowledge (4): There is a demonstrated knowledge of contemporary historical and political events that add meaning to the close reading and stakes

Literary Knowledge (5): There is a demonstrated knowledge of literary themes, authors, movements, and terms that add meaning to the close reading and stakes

Close Readings and Analysis (5): The project contains clear and insightful close readings of texts that lead to strong analysis.

Rhetorical Choices (3): The project shows strategic and engaging rhetorical choices according to the chosen genre.

Reflection (5)

Thoughtful Explanations of Choices / Self-Assessment (2)

Metacognition/Awareness of Overall Growth (2)

Explanation of Personal Relevance (1)