

**English 3364: Adapting the Classics in Popular Culture**  
**TuTh 11:15 a.m.-12:35 p.m.; Ovalwood 107**  
**Autumn 2019**

**Professor Elizabeth Kolkovich**

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**Office Hours:** TuTh 1-2 p.m. and by appointment

Why do certain stories keep being retold? How do original works and modern adaptations engage with cultural ideas about love, loss, and power? To answer these questions, this course examines three classic works of Western literature: an ancient Greek tragedy by Sophocles, a play by William Shakespeare, and a novel by Jane Austen. We will consider how these core texts grew out of their cultures and evaluate their accessibility to modern readers. We will also examine what happens to their themes and characters when these stories are reimagined as novels, plays, films, web series, songs, and graphic novels.

Literary critic Julie Sanders has written that adaptation is “fundamental to the practice, and indeed, to the enjoyment of literature.” We will test that theory this semester as we read, watch, discuss, and write about popular adaptations of classic texts. At the end of the course, you will be able to:

- Understand three classic works of literature and several adaptations of them.
- Think critically about popular culture, adaptation, and other ideas.
- Comparatively analyze literary texts, films, and images.
- Value multiple perspectives.
- Encounter or make future adaptations with skill and pleasure.

English 3364 can count as an English major or minor elective. It also satisfies the General Education requirement for Cultures and Ideas. See the appendix for details.

**Required Texts (listed in the order you will need them):**

- *Burial at Thebes*, a translation of Sophocles’s *Antigone* by Seamus Heaney (Farrar, Straus & Giroux, 2005). ISBN 9780374530075.
- Kamila Shamsie, *Home Fire: A Novel* (Riverhead, 2017). ISBN 9780735217690.
- Shakespeare, *The Tempest* (Folger edition). ISBN 9780743482837.
- *The Tempest: The Graphic Novel*, Quick Text Edition (Classical Comics, 2009). ISBN 9781906332716.
- Jane Austen, *Emma* (Oxford World’s Classics). ISBN 9780199535521.

In addition, several required videos and texts are available on our course Carmen page. You will need to access high-speed Internet for streaming video. Be sure your *Tempest* graphic novel is the “Quick text” version; the plain or original ones will not do. Likewise, you may **not** substitute any other version of *Antigone*, but you may substitute another version of Shakespeare’s *Tempest* text. I will link to free online versions on our Carmen page.

### Course Requirements:

|                  |     |
|------------------|-----|
| Participation    | 20% |
| Thinking journal | 20% |
| Essay 1          | 20% |
| Essay 2          | 20% |
| Final project    | 20% |

**Participation and engagement:** Your thoughtful participation is essential to the success of our course. There are many ways to engage: prepare for class by doing what is assigned, arrive on time, listen actively, ask questions, share reactions and beginning ideas that we can work through together, work together in small groups, show respect for classmates, visit office hours, email me your thoughts, or contribute to online discussions. I evaluate participation according to the following scale (including +/- grades):

**A** = Daily, thoughtful participation. Student attends regularly, comes to class prepared and with the relevant text, arrives on time and stays for the full class, stays alert and engaged, completes all homework effectively and on time, and visits my office hours for help when needed. Student ideally talks at least once a class, but might contribute questions or thoughts in writing, either using Carmen Discussions or by emailing me a question or thought to share with the class.

**B** = Frequent to occasional participation. Student is partially engaged and alert but misses more classes and shows less dedication.

**C** = Participation only when called on, often distracted, some attendance problems.

**D** = Lack of preparation, refusal to participate even when called on, attendance problems.

**E** = No preparation for class, severe attendance problems.

**Thinking journal:** To develop ideas *before* class, you will keep a “thinking journal,” or a place where you use informal writing to play around with beginning ideas. Your journal might be a paper notebook or an electronic document—whichever suits you best. I will collect journals twice.

**Essays:** To apply what you learn and practice independent analysis *after* our class discussions, you will write two short essays (2-4 pages each) that comparatively analyze one element of a core text and one of its adaptations. There is also an optional third essay; if completed, its grade can replace your lowest grade on another essay.

**Final project:** In lieu of a traditional in-class exam, you will show off your knowledge about adaptations by making your own. Options could include a short story, a component of a film, a meme, a web episode, an illustration, or a song.

I provide detailed instructions for all assignments, both in hard copy and on our Carmen page.

### COURSE POLICIES

**Attendance:** To do well in this course, you must attend regularly. I allow **four** absences without penalty, and it is your responsibility to use these absences if and when you need them. **Each**

**subsequent absence will lower your participation grade by 5%.** Exceptions to this policy include illness, emergency, and other special cases; let me know about such situations. If you are more than 15 minutes late or leave more than 15 minutes early, you will be marked absent for half of a class. Just as it is your responsibility to decide how to use your allowed absences, it is also your responsibility to make up work after an absence. I expect you to get basic information from a classmate and then ask me any further questions. In the unlikely event that I need to cancel class, I will notify you via your OSU email account and request that a note be placed on our classroom door. I will also email you as soon as possible to let you know what will be expected of you for our next class meeting.

**Classroom etiquette:** Arrive on time and silence phones. No texting in class. If you use a laptop or electronic tablet, do so only for note-taking or accessing course materials. Tardiness and phone interruptions disrupt the class and will negatively affect your participation grade.

**Policies about submitted work:** If you anticipate a problem meeting a deadline, talk to me about the possibility of an extension. Without an extension, I deduct 1/3 letter grade for each day an assignment is late. A “B+” assignment due on Tuesday morning, for example, becomes a “B” assignment if submitted late Tuesday or Wednesday. Late papers might not be returned in a timely fashion. To seek help, you can visit my office hours or seek feedback at the Writing Center (<http://english.mansfield.ohio-state.edu/writing>), which provides free individual writing (and reading/analysis) consultation for students of all abilities. You can use its services on a walk-in basis or by appointment at the Conard Learning Center.

**Academic misconduct:** I am required to report to the Committee on Academic Misconduct all instances of “academic misconduct,” including, but not limited to, dishonest practices in connection with exams and cases of plagiarism. Plagiarism is the representation of someone else’s ideas and/or words as your own. That “someone else” could be a book or article, a friend or classmate, or an online source. It is a serious offense that is easy to spot and never worth it. For the campus policy, see the appendix. If you are ever unsure when or how to cite something, please ask.

## **HOW TO PREPARE FOR CLASS**

1. Read or watch the assigned material *before* class. Take notes in the margins or somewhere you can access during class.
2. Take 5-15 minutes to write in your thinking journal, answering the day’s journaling question.
3. Choose at least one question or thought to share with the class. If you are uncomfortable speaking in class, you are welcome to post on our optional Carmen discussion board or email me.
4. Bring the text to class.

## CLASS SCHEDULE

Please note: Assignments and due dates are subject to change based on class needs. “Carmen” = digital copies available on [carmen.osu.edu](http://carmen.osu.edu).

| Date and topic   | Assignments due   | Journaling questions  |
|--|---|---|
| <p><b>Tuesday, Aug. 20</b><br/>Introduction to the course</p>                      |   |   |
| <p><b>Thursday, Aug. 22</b><br/>Key concepts</p>                                   | <p>Linda Hutcheon, “Beginning to Theorize Adaptation” (Carmen);<br/>Tim Delaney, “Pop Culture: An Overview” (Carmen).</p> | <p>Using today’s reading, define “adaptation” and “popular culture.”</p>  |
| <p><b>Tuesday, Aug. 27</b><br/>Sophocles’s <i>Antigone</i></p>                     | <p>Heaney, trans., <i>The Burial at Thebes</i>, pp. 1-38.</p>   | <p>List three things that interest you about today’s reading.</p>   |
| <p><b>Thursday, Aug. 29</b><br/>Sophocles’s <i>Antigone</i></p>                    | <p><i>The Burial at Thebes</i>, pp. 39-74.</p>  | <p>What is one central idea or theme in the play? Pick one quote that illustrates that idea and explain how it does so.</p> |
| <p><b>Tuesday, Sept. 3</b><br/>Sophocles’s <i>Antigone</i> and translation</p>     | <p>Alternate translations of <i>Antigone</i> (Carmen).</p>  | <p>What is one interesting difference you notice between two translations?</p>  |
| <p><b>Thursday, Sept. 5</b><br/><i>Home Fire</i> as <i>Antigone</i> adaptation</p> | <p><i>Home Fire: A Novel</i>, Chapter 1-2 (“Isma”), pp. 1-55.</p>   | <p>How would you describe our narrator and her voice?</p>   |
| <p><b>Tuesday, Sept. 10</b><br/><i>Home Fire</i> as <i>Antigone</i> adaptation</p> | <p><i>Home Fire: A Novel</i>, Chapters 3-4 (“Eamonn”), pp. 59-114. <b>Journals due.</b></p>                               | <p>Choose either Aneeka or Eamonn. What are your impressions of the character based on this chapter, and why?</p>           |

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| <p><b>Thursday, Sept. 12</b><br/> <i>Home Fire</i> as <i>Antigone</i><br/> adaptation</p> | <p><i>Home Fire: A Novel</i>, Chapters 5-6<br/> (“Pavaiz”), pp. 117-183.</p>   | <p>No journal assignment.</p>  |
| <p><b>Tuesday, Sept. 17</b><br/> <i>Home Fire</i> as <i>Antigone</i><br/> adaptation</p>  | <p><i>Home Fire: A Novel</i>, Chapter 7<br/> (“Aneeka”), pp. 187-222. Feel free<br/> to read ahead and/or start Essay 1.</p> | <p>How does the novel’s Aneeka<br/> section compare to Antigone’s<br/> voice and story in <i>A Burial at<br/> Thebes</i>?</p>              |
| <p><b>Thursday, Sept. 19</b><br/> <i>Home Fire</i> as <i>Antigone</i><br/> adaptation</p> | <p><i>Home Fire: A Novel</i>, Chapters 8-9<br/> (“Karamat”), pp. 226-274.</p>  | <p>Your choice: write or ask<br/> about whatever interests you in<br/> the novel.</p>  |
| <p><b>Tuesday, Sept. 24</b><br/> Shakespeare’s <i>Tempest</i></p>                         | <p>Shakespeare, <i>The Tempest</i>, Act 1.<br/> <b>Essay 1 due.</b></p>  | <p>Write one discussion question<br/> for the class.</p>   |
| <p><b>Thursday, Sept. 26</b><br/> Shakespeare’s <i>Tempest</i></p>                        | <p><i>The Tempest</i>, Acts 2-3.</p>   | <p>Choose one character in the<br/> play and describe him/her.</p>   |
| <p><b>Tuesday, Oct. 1</b><br/> Shakespeare’s <i>Tempest</i></p>                           | <p><i>The Tempest</i>, Acts 4-5.</p>   | <p>What is one central idea or<br/> theme in the play? Pick one<br/> quote that illustrates that idea<br/> and explain how it does so.</p> |
| <p><b>Thursday, Oct. 3</b><br/> <i>Tempest</i> as Comic</p>                               | <p><i>The Tempest: The Graphic Novel</i>,<br/> Act 1 to Scene 2.1 (pages 8-64).</p>  | <p>List three choices (in the text<br/> or illustrations) that interest<br/> you in the graphic novel so far.</p>                          |
| <p><b>Tuesday, Oct. 8</b><br/> <i>Tempest</i> as Comic</p>                                | <p><i>The Tempest: The Graphic Novel</i>,<br/> Scene 2.2 to Epilogue (pages 64-<br/> 132).</p>                               | <p>List three choices that interest<br/> you in the second half of the<br/> graphic novel.</p>   |
| <p><b>Thursday, Oct. 10</b><br/> <b>NO CLASS—fall break</b></p>                           |  |  |

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| <b>Tuesday, Oct. 15</b><br>Sci Fi <i>Tempest</i>                                 | <i>Forbidden Planet</i> (Carmen).<br>Watch the film (99 min) before class.  | Write one discussion question for the class.   |
| <b>Thursday, Oct. 17</b><br><b>NO CLASS—instructor at academic conference</b>    | No reading assignment; start writing Essay 2.   | No journal assignment.   |
| <b>Tuesday, Oct. 22</b><br>Hollywood <i>Tempest</i>                              | No reading assignment. We will watch the first part of Taymor's <i>Tempest</i> film in class; I will continue screening through the common hour (until 1:10 or 1:15) for anyone who can stay.       | No journal assignment.   |
| <b>Thursday, Oct. 24</b><br>Hollywood <i>Tempest</i> ; indie rock <i>Tempest</i> | Finish watching Taymor's <i>Tempest</i> if needed (Carmen).<br>Listen to "The Island,"<br>Decemberists (Carmen); "Ariel,"<br>October Project (Carmen).<br><br><b>Essay 2 due by Friday at noon.</b> | Write your thoughts about any of today's three "texts":<br>Taymor's film, "The Island,"<br>or "Ariel." |
| <b>Tuesday, Oct. 29</b><br>Austen's <i>Emma</i>                                  | <i>Emma</i> , volume 1, Ch. I-IX.   | Closely analyze the novel's first sentence. How does it introduce us to Emma and the novel?            |
| <b>Thursday, Oct. 31</b><br>Austen's <i>Emma</i>                                 | <i>Emma</i> , volume 1, Ch. X-XVIII.  | Select one character and discuss how the novel represents him or her so far.                           |
| <b>Tuesday, Nov. 5</b><br>Austen's <i>Emma</i>                                   | <i>Emma</i> , volume 2, Ch. 1-IX.   | Write one discussion question for the class.   |
| <b>Thursday, Nov. 7</b><br>Austen's <i>Emma</i>                                  | <i>Emma</i> , volume 2, Ch. X-XVIII.  | Your choice: write or ask about whatever interests you.  |

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| <b>Tuesday, Nov. 12</b><br>Austen's <i>Emma</i>                     | <i>Emma</i> , volume 3, Ch. I-IX.   | How would you describe Austen's writing style? How does that style affect your experience of the novel's content? |
| <b>Thursday, Nov. 14</b><br>Austen's <i>Emma</i>                    | <i>Emma</i> , volume 3, Ch. X-XVIII.  | What is one central idea or theme in the novel?   |
| <b>Tuesday, Nov. 19</b><br>Adapting <i>Emma</i>                     | <i>Clueless</i> (Carmen). Watch the film (100 minutes) before class.                    | List three interesting choices in the film's adaptation of <i>Emma</i> .  |
| <b>Thursday, Nov. 21</b><br>Adapting <i>Emma</i>                    | <b>Essay 3 (optional) due.</b> <i>Emma Approved</i> excerpts (Carmen).                  | No journal assignment; work on your final project.  |
| <b>Tuesday, Nov. 26</b>   | In-class workshop: come prepared to work on your final project.<br><b>Journals due.</b> | No journal assignment; work on your final project.  |
| <b>Thursday, Nov. 28</b><br><b>NO CLASS—</b><br><b>Thanksgiving</b> |   |   |
| <b>Tuesday, Dec. 3</b>  | Course wrap-up and workshop.  | No journal assignment; work on your final project.  |

**Final project due at 12:15 p.m. on Tuesday, Dec. 10 to Carmen Assignments.** (Early submissions welcome; no late submissions accepted.)

## Appendix to the Syllabus

### (1) ENGLISH 3364 GRADING SCALE:

| Grade ranges as percentages | Grades as percentages | Cut-off points |
|-----------------------------|-----------------------|----------------|
| A = 93 – 100%               | A = 94.5              | 92.5           |
| A- = 90 – 92%               | A- = 91               | 89.5           |
| B+ = 87 – 89%               | B+ = 88               | 86.5           |
| B = 83 – 86%                | B = 84.5              | 82.5           |
| B- = 80 – 82%               | B- = 81               | 79.5           |
| C+ = 77 – 79%               | C+ = 78               | 76.5           |
| C = 73 – 76%                | C = 74.5              | 72.5           |
| C- = 70 – 72%               | C- = 71               | 69.5           |
| D+ = 67 – 69%               | D+ = 68               | 66.5           |
| D = 63 – 66%                | D = 64.5              | 62.5           |
| D- = 60 – 62%               | D- = 61               | 59.5           |
| E = less than 60%           |                       |                |

### (2) GE REQUIREMENTS:

As a “Cultures and Ideas” course, English 3364 has students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. This GE category’s expected learning outcomes are:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

### (3) CAMPUS POLICIES:

#### Student Assistance with Difficulties

Any student who has difficulty affording books, academic needs, groceries, accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Michelle McGregor, Student Support Services, 419-755-4304, for support and information on emergency grant funding. Furthermore, please also notify the professor if you are comfortable doing so. The BLIC and Conard Learning Center often have copies of books available for student use or check-out.



### **Disability Service Statement**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [mcgregor.40@osu.edu](mailto:mcgregor.40@osu.edu); 419 755-4304; 279 Ovalwood Hall.

### **Academic Misconduct Statement**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee via the Associate Dean's Office at the Mansfield campus. For additional information, see the Code of Student Conduct (<http://studentconduct.osu.edu>).

### **Drop/Withdrawal Statement**

It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop & withdrawal deadlines can be found at [registrar.osu.edu/registration](http://registrar.osu.edu/registration) (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full semester classes. If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule. If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist in 104 Riedl Hall.

### **Retention**

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact Darla Myers at 419-755-4036, Ovalwood 283; or your academic advisor for specific referral resources.

### **Mental Health Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University at Mansfield offers services to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the New Directions Student Assistance Program (SAP) by visiting [newdirectionsforlife.com](http://newdirectionsforlife.com) or calling 419-529-9941 (no cost to students). They see students on campus in Ovalwood Hall. Local crisis services are available by calling 419-522-4357. Ohio State also has an afterhours service available by calling **614-292-5766 and choosing option 2** after hours, which includes weekends and holidays.

### **Student Conduct**

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Students who violate faculty expectations may be subject to the code of conduct. For behavioral related concerns, contact Student Life at 419-755-4317 and ask for an appointment with Dr.

Donna L. Hight, Assistant Dean, Student Life & Success. As a responsible community member, do not allow others to act inappropriately and impact the community.

### **Discrimination**

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination of any type. This includes students creating a hostile environment for other students. To file a complaint, contact Student Life at 419-755-4317 and ask for an appointment with the Assistant Dean, Student Life & Success or Human Resources at 419-755-4047 and ask for an appointment with the Chief Human Resources Officer, who will connect you with the appropriate Columbus Offices.

### **Ohio State Mansfield Diversity Statement**

The Ohio State University at Mansfield is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Ohio State University at Mansfield prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. In addition to birth and/or other self-defined characteristics, we honor and value the lived experiences of all students as they add to constructive conversations about diversity, equity, and inclusion in the classroom. Faculty, staff, and students are encouraged to contact Dr. Donna L. Hight, Assistant Dean, Student Life & Success, 419-755-4317, regarding issues, concerns, or questions related to equity and diversity or report via Bias Assessment and Response Team: <https://studentlife.osu.edu/bias/>.

### **Ohio State Mansfield Identity Affirmation Statement**

It is our intent to honor your name and pronouns if they differ from your legal or academic record. Please advise any instructors of this change early in the semester so that we can update class rosters with your preferred name and your correct pronouns. Additionally, please advise us of any updates to your name and/or pronouns throughout the semester so that we can correct our rosters accordingly. A formal name change request can be made through Buckeyelink.

### **Title IX and Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find more information and the appropriate resources at [titleix.osu.edu/](http://titleix.osu.edu/).

### **HOW TO REPORT**

Reports of sexual misconduct can be made to one of the following individuals:

Donna L. Hight, Ph.D.  
Assistant Dean, Student Life & Success  
419-755-4317  
[hight.6@osu.edu](mailto:hight.6@osu.edu)

Sgt. Jeff Hoffer  
Campus Police  
419-755-4210  
[hoffer.30@osu.edu](mailto:hoffer.30@osu.edu)

Campus Sexual Assault Advocate  
419-565-2489

Notice of an incident to the officials listed above, other than the Campus Sexual Assault Advocate, is considered official notice to the university. You can expect reports received by these individuals to be investigated and properly resolved through administrative procedures. Information will be shared only as necessary with investigators, witnesses, and the accused individual. *The Campus Sexual Assault Advocate and the New Directions Student Assistance Program (SAP) staff are considered confidential reporting resources. Every other faculty or staff member must notify the University of reports made.*