

ENG 9230A**Mary and Percy Shelley: Collaboration, Conversation, and Creativity**
Western University
Department of English and Writing Studies

Instructor: Dr. Monika Lee

Time: Tues. 12:30 – 3:30

Office: UC 3421

Office Hours: Tues. 11:00 – 12:00 Wed. 1:00 – 2:00 or by appointment

E-mail: mlee5@uwo.ca.

(Work e-mail is checked regularly Monday through Friday but not on weekends).

Attachments will not be opened. If you wish to discuss your ideas, please come to an office hour.

Course Description:

This course will examine a productive literary partnership through a close examination of their writings. Their texts will be read in conversation with one another and in relation to historical influence, intertextuality, presence, collaboration, difference, and theories of creativity. We'll consider Friedrich Schelling on identity, Baruch Spinoza on love, Julia Kristeva on intertextuality, Mikhail Bakhtin on dialogism, and Helene Cixous on women's writing as theoretical contexts in which to discuss Mary Shelley's *Frankenstein*, *Valperga*, *The Last Man*, and short stories, and Percy B. Shelley's *Prometheus Unbound*, *The Cenci*, *Epipsychidion*, and other lyrics.

REQUIRED COURSE MATERIALS:

Mary Shelley. *The Mary Shelley Reader*. Eds. Betty T. Bennett and Charles E. Robinson. Oxford, 1990.

Percy Bysshe Shelley. *The Major Works* (Oxford World Classics).

History of a Six Weeks Tour by Mary and Percy B. Shelley.
Available in pdf form online through Poetry Foundation or Internet Archive.

Mary Shelley. *Valperga* (Broadview)

Mary Shelley. *The Last Man* (Penguin).

Prerequisite: Enrollment in this course is restricted to graduate students in the Department of English and Writing Studies as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair from the student's home program.

Electronic Devices, including laptops and phones, are NOT allowed in class.

SCHEDULE OF CLASSES AND ASSIGNMENTS

Tues. Sept. 8 – Introductions; Course theme and approach; theory and criticism.

Tues. Sept. 15 – The Dedication to *Laon and Cythna*; “Mont Blanc”; the Shelleys’ shared journal. (Theories of influence and the intentional fallacy; biographical possibilities and limitations)

Tues. Sept. 22 – *History of a Six Weeks Tour* by Mary and Percy B. Shelley
Available in pdf form online through Poetry Foundation and Internet Archive;
(Spinoza on love).

Tues. Sept. 29 – **In-class Essay:** *Prometheus Unbound*; *Frankenstein*

Tues. Oct. 6 – “*Mont Blanc*”; *Frankenstein*; (Bakhtin on dialogism)

FALL READING WEEK (no classes Oct. 10 to 18)

Tues. Oct. 20 – **In-class Essay:** *The Cenci*; *Mathilda*

Tues. Oct. 27 – *The Cenci*; *Mathilda* (Kristeva on intertextuality)

Tues. Oct. 3 – *The Cenci*; *Valperga*

Tues. Nov. 10 – **In-class Essay:** *Valperga*; *The Mask of Anarchy*

Tues. Nov. 17 – *Rosalind and Helen*; *Proserpine* and *Midas*; *The Last Man*
(Cixous on women's writing)

Tues. Nov. 24 – **Research Essays due:** *The Last Man*; "Music when Soft Voices Die"; *Posthumous Poems*

Tues. Dec. 1 – *Epipsychidion*; "The Bride of Modern Italy" (Schelling on identity)

Tues. Dec. 8 – Review

Assignments and Grading:

- Seminar: (one hour – presentation and discussion) 30%
- Research Essay: (approximately 3000 words - *see policy on late essays below.) 25%
- (Essay and Seminar may not be on the same authors)**
- Regular Attendance and Participation
(includes unscheduled very short pop quizzes which count as participation for the days on which they're held) 20%
- In-class essays (12.5% each) best 2 out of 3 25%

*The use of generative AI (Chatgpt and other plagiarism software) will be considered a scholastic offence in this course. Plagiarized or partly plagiarized assignments will receive a grade of 0.

***Policy on Late Essay Submission:**

Extensions on essays may be granted when a request in writing is made to me BEFORE the day on which the essay is due. Otherwise, a penalty of 2% per day will be deducted from the essay grade. Late essays will not be accepted after the end of term. You must acquire academic accommodation for a missed seminar presentation or a grade of 0 will apply.

Statement on the Use of Generative Artificial Intelligence (AI)

In this course, the use of AI (automatic translation tools, grammar checkers, ChatGPT...) is prohibited. If AI use is suspected, the instructor will ask for research notes, rough drafts, essay outlines, and other materials used in preparing assignments. Students are expected to retain these materials until after final grades have been entered. In the unlikely event of concerns being raised about the authenticity of any assignment, students may be asked to produce these materials; an inability to do so may weigh heavily against them.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).

Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

Health/Wellness: Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.”

Accessible Education (AE) Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and Page 7 Course Outlines accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education (AE), a confidential service designed to support graduate and undergraduate students through their

academic program. With the appropriate documentation, the student will work with both AE and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations may include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.”

11. Statement on Gender-Based and Sexual Violence All course outlines must contain the following statement: “Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html

To connect with a case manager or set up an appointment, please contact support@uwo.ca.” 12. Statement on the Use of Generative Artificial Intelligence (AI) Instructors must indicate whether the use of generative artificial intelligence (AI) tools/software/apps is acceptable, permitted in specific situations, or unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence. Refer to the Provisional Guidance for the use of Generative AI in Graduate Studies for more information. A link to this document is available on the School of Graduate and Postdoctoral Studies website. Retention of Electronic Version of Course Outlines (Syllabi) At the same time that course outlines/syllabi are posted on the appropriate website, each program must forward an electronic version of items 1, 3, 4, and 7 of each course outline to the SGPS. By the fourth week after the start of term, SGPS will forward all of the collected outlines to the Office of the Registrar, where they will be maintained in electronic form in the faculty/staff extranet for a minimum of ten years after the completion of the course. (Final retention periods and disposition will be determined by the relevant records retention and disposition schedule approved by Page 8 the President's Advisory Committee.)

Support Services

Academic Advising

Your Home Faculty’s Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to

them if you are struggling and unsure where to go for help. Contact info for all Faculties is here: <https://registrar.uwo.ca/facultyacademiccounselling.html>

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and sexual violence

Western University [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

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Learning Development and Success

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.