

**Huron University College**  
**Department of English**  
**English 3333E**  
**Forms of Adaptation: A Critical Making Course**  
**Dr. Scott Schofield**  
**Dr. John Vanderheide**

**Class:** Mon. 10:30-11:30, W 9:30-11:30 HUC W18

**Office:**

Schofield: V129

Vanderheide: A203

**Office Hours:**

Schofield: Thursdays 12:30-2:30 or by appt.

Vanderheide: Mondays 1:30-2:30 or by appt.

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**Prerequisite(s):** At least 60% in 1.0 of any 1000-level English course, or permission of the Department.

**General Course Description**

An event-based course where students disseminate their ideas in a public forum. Possible examples may include: an undergraduate conference, a dramatic performance, a community-based roundtable, an interactive website.

**Specific Focus:**

In this team-taught “event-based” course, students combine traditional reading and researching in literary and cultural studies with a community-based research and “critical making” component. The core theme of the course is ADAPTATION, and its centrality in literary history and modern culture. Exploring different forms of adaptation in a variety of literary, theoretical and other texts, students will engage in traditional and community-based research and a number of possible critical making activities. Our study of forms of textual adaptation will revolve around T.S. Eliot’s classic modernist poem, *The Waste Land*. On the one hand, *The Waste Land* remains shocking in its unprecedented newness, in its strange and difficult mix of voices and narratives. But on the other, the poem is self-consciously traditional, an unconventional adaptation of the literary and theological traditions of Indo-European civilization: everything from ancient Greek mythology, Judeo-Christian and Hindu Scriptures, medieval Grail legend and all the way to texts of modern philosophy and politics. Students will also explore how Eliot’s own adaptations of these texts and these early traditions differ from both his predecessors such as Ovid or Shakespeare, his contemporaries such as Joyce, or later writers such as Margaret Atwood and Derek Walcott. Part of the research into the “after-history” of the poem will very

likely involve the examination, critique and adaptation of a recent digital app of Eliot's poem produced by Faber and Faber. Students may study and critique the app, and make use of these critiques when building their own digital adaptations.

- Our study of media adaptation (such as the adaptation of literature to cinematic and digital media) will take as its starting point Walter Benjamin's important essays, such as "The Work of Art in the Age of its Technological Reproducibility," as well as his massive, unfinished lifework *The Arcades Project*, the style of which in many ways resembles Eliot's own method of adaptation by fragmented citation. In talking about media adaptation, Benjamin very often bring up the matter of imitation and copying both in his writings on media adaptation and organic adaptation. Students can thus expect to explore the linkages between imitation and the different form of adaptation: organic, textual, media.

### **Course Learning Objectives**

Successful students who complete the course will:

- Develop a critical understanding of T.S. Eliot's *The Waste Land*: its cultural significance, its place in literary history, its reception in literary criticism, its adapted sources and poetic techniques
- Develop a critical understanding of the scope and significance of practices of textual and media adaptation in general, in cultures of the past and our own
- Apply this understanding of adaptation in making and performing adaptations of their own
- Develop a critical understanding of the place of the humanities within the digital realm and the place of the digital within the humanities
- Apply knowledge gained from critique of digital products to construct a digital archive on a literary work, figure or movement
- Develop their presentation skills in a formal context

### **Description of Class Methods**

Classes will vary throughout the year. In the fall, students may expect some lectures, but a great deal of more of guided discussions of the course material. In the winter, students may expect more classes devoted to workshops on their group critical making project.

Students are expected to turn off their cell phones and other electronic devices during class **unless for research or creative purposes**. Any student who distracts the instructor or other students in class, and especially in screening, by idle cell-phone usage will be asked to leave the classroom or the screening. Students are encouraged to come to office hours or if that is not possible to make other arrangements to discuss course material, the course project, exams, etc.

### **Textbooks and Other Required Resources**

#### **Required Reading**

Atwood, Margaret. *The Penelopiad* (Canongate)

Benjamin, Walter. Selected writings (pdfs provided)

Eliot, T.S. *The Waste Land* (Norton Critical Edition)  
Middleton, Thomas & William Rowley. *The Changeling* (New Mermaids)  
Walcott, Derek. *Omeros* (Farrar, Straus and Giroux)

### **Recommended Reading**

*The Essential Homer* (Hackett)  
Joyce, James. *Ulysses* (Gabler Edition)  
Ovid. *Metamorphoses* (Norton Critical Edition)  
Shakespeare, William. *Hamlet* (Oxford World's Classics)  
Woolf, Virginia. *A Room of One's Own* (Mariner)

### **Further Recommendations**

Eliot, T.S. *The Waste Land* TouchPress App (available through iTunes)  
Molière, *Tartuffe*. Freely available online at <https://archive.org/details/tartuffe02027gut>

### **Schedule of Readings and Lectures**

#### *TERM 1*

#### **Week 1: Introduction to the Course**

Sept 11: T.S. Eliot, *The Waste Land*, Walter Benjamin, selected criticism  
Sept 13: T.S. Eliot, *The Waste Land*, Walter Benjamin, selected criticism

#### **Week 2: Stratford**

Sept 18: Middleton & Rowley, *The Changeling*  
Sept 20: Trip to Stratford

#### **Week 3: Eliot & *The Changeling***

Sept 25: Middleton & Rowley, *The Changeling*  
Sept 27: Selected criticism of T.S. Eliot

#### **Week 4: Primary Eliot**

Oct 2: Selected criticism of T.S. Eliot continued  
Oct 4: Trip to Weldon to view Eliot collection

#### *FALL READING BREAK (OCT 9-13)*

#### **Week 6: Eliot's Tradition**

Oct 16: Homer, *Odyssey* (selections)  
Oct 18: Homer, *Odyssey* (selections)

#### **Week 7: Eliot's Tradition**

Oct 23: Ovid, *Metamorphoses* (selections)  
Oct 25: Ovid, *Metamorphoses* (selections)

**Week 8: Eliot's Tradition**

Oct 30: Shakespeare, *Hamlet* (selections)

Nov 1: Shakespeare, *Hamlet* (selections)

**Week 9: Eliot's Tradition**

Nov 6: Selected late 19<sup>th</sup> century poetry and prose

Nov 8: Selected late 19<sup>th</sup> century poetry and prose

**Week 10: Eliot's Contemporaries**

Nov 13: Joyce, *Ulysses* (selections)

Nov 15: Joyce, *Ulysses* (selections)

**Week 11: Eliot's Contemporaries**

Nov 20: Joyce, *Ulysses* (selections)

Nov 22: Joyce, *Ulysses* (selections)

**Week 12: Eliot's Contemporaries**

Nov 27: Woolf, *A Room of One's Own* (selections)

Nov 29: Woolf, *A Room of One's Own* (selections)

**Week 13: Eliot's Contemporaries**

Dec 4: Woolf, *A Room of One's Own* (selections)

Dec 6: Woolf, *A Room of One's Own* (selections)

*TERM 2*

**Week 1: Intro to the Project**

Jan 8: Eliot, Benjamin, and the introduction to the critical making project

Jan 10: Eliot, Benjamin, and the introduction to the critical making project

**Week 2: New Adaptations**

Jan 15: Walcott, *Omeros*

Jan 17: Walcott, *Omeros*

**Week 3: New Adaptations**

Jan 22: Walcott, *Omeros*

Jan 24: Walcott, *Omeros*

**Week 4: New Adaptations**

Jan 29: Atwood, *Penelopiad*

Jan 31: Atwood, *Peneolopiad*

**Week 5: New Adaptations**

Feb 5: Atwood, *Penelopiad*

Feb 7: Atwood, *Penelopiad*

**Week 6: The Fisher**

Feb 12, 14: Trip to the Fisher Rare Book Library

*SPRING READING BREAK (FEB 19-23)***Week 7: Critical Making**

Feb 26, 28: Group Project Workshop

**Week 8: Critical Making**

Mar 5, 7: Group Project Workshop

**Week 9: Critical Making**

Mar 12, 14: Group Project Workshop

**Week 10: Critical Making**

Mar 19, 21: Group Project Workshop

**Week 11: Critical Making**

Mar 26, 28: Group Project Workshop

**Week 12: Critical Making**

Apr 2, 4: Group Project Workshop

**Week 13: Critical Making**

Apr 9, 11: Conclusion

**Method of Evaluation and Assessment****FALL TERM**

<b>Assignment</b>	<b>Due</b>	<b>Weight</b>
Stratford Blog Post	Wed Sept 27	5%
Primary Doc Analysis	Wed Nov 15	15%
Attendance/Participation	Ongoing	10%

**WINTER TERM**

<b>Assignment</b>	<b>Due</b>	<b>Weight</b>
Research essay	Jan 15	20%
Group Assignment	Feb 7 (App critique) Mar 7 (These fragments) Mar 28 (Performing <i>The Waste Land</i> )	40%
Attendance/Participation	Ongoing	20%

**Attendance and Participation**

Attendance and participation multiply perspectives and enrich the educational experience for all. *If you miss more than nine hours of class meetings per term (the equivalent of two weeks of class meetings), your attendance & participation grade will be forfeited automatically.* Participation means having engaged the readings and being prepared to discuss them in class.

Assignments:

1. **Blog Post: (Due: Wednesday September 27<sup>th</sup>).** On Wednesday September 20<sup>th</sup>, we will be seeing *The Changeling* by Thomas Middleton and William Rowley, a work that we are studying in the course. Following the production, you will be required to produce one 500-700-word blog post relating to the work and how it has been adapted. The posts should be critical (i.e. they should take a stance) and specific. Posts might examine a character, a scene, an issue of setting or staging. They might also consider a concept, theory or idea from class and how it relates to part of the production. All Posts should be completed and uploaded on our shared course blog by noon of Wednesday September 27<sup>th</sup>. Students unable to attend the performance will be given a related blog post assignment due the same day. **(5%)**
2. **Primary Doc Analysis (1000 words):** For this assignment, you will write a short analysis of primary materials from the Eliot collection in Western's Archives. Various options for this assignment include: a comparison of different editions; an examination of the various artists, printers and makers of the early imprints; a comparison of Eliot's poem with other modernist works. More details to follow. **(15%)**
3. **Essay (Due: January 15<sup>th</sup>):** Students will write a comparative essay of **2000 words** in MLA format. Essays must focus on material taught from the first term and engage with the larger themes in the course. A list of questions will be made available by early October. **(20%)**
4. **The Adaptable Archive:** In line with the course mandate, students working in groups of four or five will work towards a final critical making assignment, which they will then present in a public forum at Huron at the end of the second term. This year, groups will create digital archives which are both inspired by and engage with T.S. Eliot's famous poem *The WasteLand*. The archive, which will be produced in WordPress, and housed on HuronResearch.ca, will be the central focus of the second term. This Adaptable Archive gets its name as it is produced iteratively, in stages, and so regularly adapted throughout the term.
  - a. **Rethinking the app.** The award-winning TouchPress app of *The Waste Land* reminds us of the potential for how we might read, arrange and explore literature in a post-digital age. In this first part of

this assignment, groups will begin by critiquing the TouchPress app, evaluating the app's design, content and usability. The critique, which will be uploaded on your group's site, should be 1000 words. **Due Feb 1**

- b. **These Fragments:** One of the central features of *The Waste Land* is its use of fragments and allusions from various literary works throughout history. Such a gathering is not unique to Eliot, but in line with much of Modernism's various aesthetics. For this part of the assignment, you will build your own, modernist-inspired digital pastiche, using fragments from the various course works and writings in conjunction with related images and video. The end product should be in the form of a gallery. A 500-word rationale should accompany this section of the site. **Due Mar 7.**
- c. **Performing *The Waste Land*:** In the spirit of Fiona Shaw's reading of *The Waste Land* as seen on the TouchPress app, you will build and record your own performance of Part 3 of *The Waste Land* (i.e. The Fire Sermon). Students should stage at least part of their recorded performance at Huron. Once complete, the final productions will be staged. **Due Mar 28.**

### **Total Grade for Group Assignment (40%)**

#### **Late Policy**

All assignments are due by the end of class on the due date and should be handed to the instructor personally. It is the student's responsibility to ensure that the instructor receives the essay.

Late assignments will be penalized at the rate of 2 marks per calendar day until the instructor receives the essay. *Normally, late assignments will receive a grade but no detailed commentary.* **After 7 days, the assignment will not be accepted and a mark of 0/F will be awarded.**

Students must pass both term work and the final examination in order to pass the course. Students who fail the term work are not allowed to take the final examination. Students who fail the final examination (regardless of their term work) automatically fail the course.



### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the



form (minimally) of the Senate-approved Student Medical Certificate found at:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

### **Statement on Academic Offences**

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 Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record**

**of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.**

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 The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwo.com/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>