

**Beg, Steal and Borrow: Adaptations, Mash-ups, and Sampling**

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Office Hours: T,Th 1-2 and 3:30-4:30 / M,W virtual hours by appt.

**Course Description:**

“In many ways, the African American experience is this country’s Frankenstein monster,” says Jordan Peele of his 2017 film *Get Out*, signifying that an adaptation of an original text/image can serve both literary and cultural functions. Adaptation theory has come a long way—from questioning a film’s “fidelity” to an original to creatively exploring how appropriations, adaptations, mashups, remixes, sampling are all forms that allow us to “see” both the original and the new. How did *Get Out* radically rewrite a 19th century horror story that has become an iconic legend? How does a performance of Shakespeare’s *The Tempest* by prisoners who revise the script make the play different and yet more itself? How does sampling in music and music videos transform the original but also spotlight authorship and copyright issues (Messy Mya/ Beyonce)? We will explore these ideas as we see how versions, performances, and remixes of original texts make them new, and our study will enable diverse and creative student projects.

**Required Texts:**

Shakespeare, *The Tempest*; Peele, *Get Out*; excerpts from Shelley, *Frankenstein*; theoretical excerpts from *A Theory of Adaptation* (Hutcheon); *Adaptation and Appropriation* (Sanders); *Shakespeare and the Problem of Adaptation* (Kidnie)

**ENGL 4384 Course Goals: Students will be able to****Students will learn to**

1. Understand and apply section-specific theoretical and practical questions in the discipline of literary studies;

2. Investigate the section's selected theme and representative texts with an eye to how to integrate the student's full course of study in the major with the course content;
3. Develop and deliver section-relevant oral presentations;
4. Critique and edit peer essays in the process of assembling the course anthology;
5. Create polished, well-researched compositions appropriate for inclusion in the course anthology.

**English Dept. Program Goals: English majors will be able to**

1. Understand and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.
  2. Apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
  3. Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.
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**Course Requirements/Evaluation**

1. One response paper to theoretical/critical readings 10%
2. One analytical essay 20%
3. Group oral report 10%
4. Research paper (including each stage of the process from prospectus to final version) 50%
5. Participation in all class activities 10%

**Class Policies:**

Every member of the class is valued and respected for their ideas  
Late papers are graded down one letter grade per day late  
You are required to have a copy of the text in class with you every day

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**Plagiarism Policy:** The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. Plagiarism is grounds for failing the course. Any assignment plagiarized will receive a ZERO. Students will be reported to the appropriate university official

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**UWG Academic Information:** <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

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**Americans with Disabilities Act Statement:**

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

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## Schedule of Classes

1/8	Introduction to the Course: policies, objectives, workload	Assign oral reports
1/10	Shakespeare, <i>The Tempest</i> , Act I	Discussion of how to read text in light of potential adaptation issues: key terms to look for

1/15	Online Class: Act II of the play and assigned reading # 1	Complete discussion questions on courseden
1/17	Online Class: Act III of the play and reading #2	Complete discussion questions on courseden

1/22	Finish play and discuss adaptation models / adaptation vs. performance	Assign student selected productions of the play
1/24	Student-led discussion of production examples / intro to documentary issues: <a href="#">CNN</a>	Assign inquiry #1

1/29	In-class viewing of documentary <i>Shakespeare Behind Bars</i>	Note taking and interactive viewing / inquiry #1 due
1/31	Continue	Continue

2/5	Online class: articles on courseden (Kidnie)	Response to assigned readings due on courseden by end of day
2/7	Adaptation excerpts from Kidnie, Sanders	

2/12	Adaptation excerpts Sanders continued	Students bring in annotations/questions from reading
2/14	Adaptation Sanders cont'd / Music and sampling	

3/5	<i>Get Out</i>	Student oral reports on film features
3/7	<i>Get Out</i> and the Frankenstein metaphor / Peele interviews	

3/12	Seminar Paper overview: project selection to final version	Deadlines assigned for each stage
3/14	Project Selection: prospectus pre-writing	

3/19	SPRING BREAK	
3/21	SPRING BREAK	

3/26	Full prospectus hard copy due in class for workshop	Student peer critique of projects, Editorial board responsibilities
3/28	No class: initial research	Conferences as needed

4/2	No class: Scholars Day Conference (try to attend!)	
4/4	First draft Workshop	3 page draft required in class

4/9	Online Class: continue drafting and complete progress report	Progress report due on courseden under Assignment Tab
4/11	Second draft workshop	6 page draft required in class

4/16	Bibliography workshop in class: bring a working list of sources	Bibliography required in class
4/18	Third Draft Workshop: full draft in class	Targeted Workshop / assign anthology considerations

4/23	Final draft in class: editorial board meeting on anthology	Targeted Workshop
4/25	Final Copy due / final course requirements (survey, etc)	

Final Exam period Tuesday 5/7 1:00 All final corrected copies of seminar paper due now.

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