

Appendix B: Student Assignments: Transatlantic Romanticism and Anthologies

Context from Dr. Koenig-Woodyard:

In addition to the headnote assignment described in my article for the *Teaching Transatlanticism* collection, the following three assignments round out the suite of student assignments for the Transatlantic Romanticism and Anthologies course I taught in 2004-5.

Assignment 2: Table of Contents (with brief pedagogical rationale).

Short Essay—10-15 pages.

Based on our readings of paired and clustered texts, devise a table of contents. The goal of the assignment is to offer your personal reading of how Transatlantic Romanticism is potentiated in the intersections between our course syllabus, course pack, and the Heath and Longman anthologies.

Your pedagogical rationale does not have to be long; indeed, you can use the comment function in your word-processing program in order to provide a sentence or two about the relevance of the text and author, and connections to others—that is, you could offer an annotated Table of Contents, with notes in the margin, in which you make a case for the inclusion of specific authors and texts.

As we progress in the seminar, we may want to combine everyone's Table of Contents together, to form one global document (either as a document in Word, or a spreadsheet in Excel).

Assignment 3: Anthology Introduction. Long Essay—15-30 pages.

Write an introduction to an imaginary anthology of Transatlantic Romanticism. Your introduction should situate itself against at least three other anthologies from our list of nineteenth and twentieth century anthologies, explaining editorial and pedagogical similarities and differences among the four. Think of your preface as a comment on the state of literary affairs, as seen through the anthology; that is, how do you represent literature culturally, historically, aesthetically and theoretically in your anthology and why (what are the implications for readers of the anthology and their understanding of literature)? Among others, you should draw on the following articles:

- a) R.T. Robertson, 'Another preface to an Uncollected Anthology: Canadian Criticism in a Commonwealth Context';
- b) Northrop Frye, 'Preface to an Uncollected Anthology'; and
- c) Genette, *Paratexts* * See chapters 9 and 10

Assignment 4: Footnotes, Notes, Glosses. Short Essay—10-15 pages

Write an essay that focuses on annotation in three to four anthologies. Can you discern an editorial philosophy for the annotations? Some texts include notes by authors and modern editors who seek historical or interpretive clarity. This may also include marginal notes by authors or readers in their private copies of texts. Texts like Coleridge's three gothic poems ('The Rime of the Ancient Mariner,' 'Christabel,' and 'Kubla Khan') are good candidates for this essay—but are not the only ones. Once you have compared the treatment of a text through (or because of) footnotes, glosses, and notes in three to four anthologies, your essay should highlight this comparison with a critical engagement with scholarship on footnotes, glosses and marginal notes:

- a) Stephen Barney, ed. *Annotation and Its Texts* (1991) * See Hanna III
- b) Bowersock, 'The Art of the Footnote. *American Scholar* 53 (1983-4): 54-62.
- c) Burkle-Young and Maley. *The Art of the Footnote: The Intelligent Student's Guide to the Art and Science of Annotating Texts* (1996)
- d) Coleridge, *Collected Works of Samuel Taylor Coleridge: Marginalia* (1969)
- e) Genette, *Paratexts: Thresholds of Interpretation*. (1997)
- f) Grafton, *The Footnote: A Curious History* (1997) * See Chapters 1, 5, and 6
- g) Greetham, *The Margins of the Text* (1997) * See Tribble
- h) Jackson, *Marginalia: Readers Writing in Books*. 2001 * See Introduction, Chapter Five
- i) Jackson, *Invisible Forms: A Guide to Literary Curiosities* (1999). * See 'Footnotes' and 'Marginalia' chapters
- j) White, 'Black and White and Read All Over: A Meditation on Footnotes' *Text* 5 (1991): 81-90.
- k) Zerby, *The Devil's Details: A History of Footnotes*. (2002)