

ENGL BC 3181x
Survey of American Literature, 1871-1945
Fall 2012
Tu/Th 11:40-12:55
LL103 Diana Center



Professor Jennie Kassanoff
413 Barnard Hall
854-5649

jkassano@barnard.edu

twitter: @bcamstud (#3181)

Office hours: Wednesdays, 2:00-4:00, or by appointment. Visit

<http://kassanoff.wikischolars.columbia.edu/> to reserve a time slot.

Courseworks: https://newcourseworks.columbia.edu/portal/site/ENGLX3181_001_2012_3

Wiki: <http://englx3181-001-2012-3.wikispaces.columbia.edu>

Required texts:

William Faulkner, Light in August (Vintage)

Charlotte Perkins Gilman, The Yellow Wallpaper (Dover)

Ernest Hemingway, The Sun Also Rises (Simon and Schuster)

Pauline E. Hopkins, Of One Blood; or the Hidden Self (Washington Square Press)

Zora Neale Hurston, Their Eyes Were Watching God (Harper Perennial)

Henry James, Washington Square (Dover)

Herman Melville, Billy Budd, Sailor (Signet)

Mark Twain, Pudd'nhead Wilson (Signet)

Edith Wharton, The House of Mirth (Penguin)

Walt Whitman, Democratic Vistas (University of Iowa Press)

MLA Handbook for Writers of Research Papers (MLA)

All texts are available at Book Culture (112th St. between Broadway and Amsterdam): please purchase the specified editions. Primary readings are also on reserve at the Barnard library. Required secondary are available in the course reader specified below or via download from Courseworks

Learning Objectives

This course asks you to think critically, read analytically, research effectively and write persuasively. You will be asked to use textual evidence from both American literature and contextual historical documents to support both written and verbal arguments. You will learn how to find relevant documents from the late nineteenth and early twentieth centuries, and how to bring these documents to bear on close textual analyses of American literature.

Secondary readings and course reader

A course reader can be purchased at Village Copier on Broadway at 111th St. Secondary readings are also downloadable from Courseworks. If you choose not to purchase the reader, please print the secondary readings and bring them with you to class.

Reading assignments

Unless otherwise indicated, reading assignments should be completed in full by the beginning of the first class on which we discuss the scheduled texts. All secondary readings can be found in the course reader or on Courseworks.

Written assignments

Because this course will ask you to read American literature in its historical contexts, you will be asked to write one substantial **research essay** in which you formulate an argument that synthesizes one of our literary readings with your own primary historical research. In preparation, you will write a **prospectus** and **annotated bibliography**, due to your Drop Box on or before 12:00 p.m. on Friday, October 26.

Prospectus and Annotated Bibliography

A **prospectus** is a 3-4 pp. document that serves as a trial run of your research essay's argument. Your prospectus describes the purpose, scope and central claim of the final paper, the specific questions you hope to answer, and explain the reasons why you find these questions significant. Because your prospectus should primarily concern itself with the work of literature at the center of your project, you should take care to support your claims with specific and closely analyzed textual evidence from your chosen literary text. You may, however, begin to sketch the ways that the items in your annotated bibliography contribute to your argument. You are welcome to write your prospectus in the first person, but keep in mind that this assignment is a formal, organized document and not a casual improvisation.

The **annotated bibliography** (2-3 pp.) should include a minimum of *six* primary sources published within fifteen years of your selected work of fiction. If you are writing about Mark Twain's Pudd'nhead Wilson (1894), for example, your annotated bibliography would contain at least six works – other than the novel itself – published between 1879 and 1909.) Each annotation should contain 2-3 complete sentences that summarize the argument of your source and that briefly describe its relevance to your own analysis. The annotated bibliography represents a snapshot of your research thus far: you do not have to use these exact sources in your research essay. You should, however, plan to use at least 5-6 primary sources in your final paper.) The annotated bibliography should be double-spaced throughout and should follow the form specified in Chapter 4 of the MLA Handbook for Writers of Research Papers.

Research Essay

Your **research essay** should be between 10-12 pp., and no more than 3700 words (excluding the bibliography). It is due by 4:00 p.m. on Monday, Dec. 10 and should be uploaded to your Drop Box folder on Courseworks (see "Courseworks, Drop Box, Blogs and Wikispaces" below). *Your paper must be uploaded by that time or it will be counted as late.* There are no extensions: a half letter grade will be deducted for every day that a late assignment is past due. Please plan ahead.

Paperless drafts and comments

This semester, we will be taking a paperless approach to class assignments. Rather than submitting a hard copy of your work, you will upload your drafts and revisions to your Drop Box on Courseworks. The Writing Fellows and I will download your work and use the Microsoft Word comments feature to mark the chapter (see <http://office.microsoft.com/en-us/word-help/about-tracked-changes-and-comments-HP005241634.aspx?CTT=3>). We will then upload the marked draft to your Drop Box. Graded assignments will be sent to you by email. To

keep your assignment files organized, I ask that you use the following file-naming system:

- last name_assignment_WFdraft_date.doc; or,
- last name_assignment_revision_date.doc

For example, the file containing the Writing Fellow draft of my prospectus and annotated bibliography would be called kassanoff_prospectus and annotated bib_WFdraft_oct 8.doc). The file containing the revision to be graded would be called kassanoff_prospectus and annotated bib_revision_oct 26.doc. Your marked essay will have either your Writing Fellow's initials or my initials added to the file name (ex. kassanoff_research essay_revision_dec 10_jak.doc). Please note that this system applies only to the file name: each assignment should have its own original title.

All written assignments must be submitted electronically in their best form – thoroughly proofread in 12-point, double-spaced Times New Roman type, with standard margins and pages numbered. Both your prospectus and your research essay should have a title and should be carefully documented with parenthetical references and an unannotated Works Cited list that follows the form specified in the *MLA Handbook*. You will want to give yourself plenty of time to write, revise and rewrite. I am happy to meet with you at any time during the process. Please feel free to reserve a slot during my office hours or schedule a separate appointment.

Examinations

There will be two 80-minute exams, the first a **midterm** on Tuesday, October 16, and the second, a **late-term**, on Tuesday, December 4. Although both exams will be cumulative, the late-term will focus most heavily on post-midterm material. I will notify you by email when your graded exams are available.

Writing Fellows

This course asks you to work with a Barnard Writing Fellow. The Writing Fellows are undergraduate peer tutors who have been rigorously trained in the mechanics and pedagogy of writing. They are educated readers of your work and operate on the assumption that writing is a process: it happens in stages and drafts.

Two dates are listed for each written assignment. On the date specified below, you are asked to upload your Writing Fellow draft to your Drop Box on Courseworks. After that, click on the ENGL BC 3181 wiki link and go to the Writing Fellow page to sign up for a conference. The Writing Fellow will read your draft, write comments using the Microsoft Word comment feature, post the annotated draft to your Drop Box and then meet with you to discuss your work. You will have a week to revise the assignment and post the final version to your Drop Box. You will work with the same Writing Fellow throughout the term.

The Head Writing Fellow for this course is Hannah Ehrenberg (hae2108@barnard.edu). Please contact Hannah if you have questions about our Writing Fellows. If you have other questions about the Writing Program, please contact Cecelia Lie (clie@barnard.edu; 212-854-8941), Coordinator of the Writing and Speaking Programs. Keep in mind that Writing Fellows are a central part of this course. Failure to comply with Writing Fellow deadlines will adversely affect your grade (see "Grading" below).

Students with disabilities

If you are registered with the Office of Disability Services (105 Hewitt), please see me at the beginning of the term so that I can help arrange any accommodations that you might need.

Attendance and class participation

The real action of this course takes place in the classroom. You are asked to come to class prepared with your reading assignments fully and thoughtfully completed. Because knowing how to articulate your ideas is a crucial part of the intellectual process, I encourage you – nay, expect you – to contribute your own unique perspectives to our class discussions. Your class participation grade will be based on your contributions to our class discussions – in both virtual and real time. Students with strong attendance who neither speak in class nor participate on Twitter (see below) can expect a grade in the C range. Those with strong attendance who participate at irregular intervals can expect a grade in the B range. Those with strong attendance who participate consistently in class and online will earn a grade in the A range. Attendance and punctuality are, of course, mandatory: as Woody Allen said, 80% of success is just showing up. Chronic lateness or absences will adversely affect your grade.

Twitter

All members of the class are invited to follow Barnard's Program in American Studies on Twitter at @bcamstud. When you tweet about the class - and I hope you do - please use the hashtag #3181. Humorous asides are always welcome. If you wish to use a *nom de plume* on Twitter, please note your alias in your introductory blog post so that we know who you are. To register for a Twitter account, visit <https://twitter.com>.

Courseworks, Drop Box, Blogs and Wikispaces

We will be using various aspects of the new Courseworks this semester (https://newcourseworks.columbia.edu/portal/site/ENGLX3181_001_2012_3) – including the **wiki**, **Drop Box** and **blog** functions.

ENGL BC 3181 wiki

The wiki, accessed through the Courseworks portal or independently at <http://amlit1871-1945.wikispaces.columbia.edu/>, will be where you sign up for Writing Fellow conferences.

Drop Box

Click on “Drop Box” and you’ll find your individual folder where you’ll post your written work. Only the Writing Fellow, you and I can see the contents of your Drop Box. (For information about the Drop Box feature, see <https://newcourseworks.columbia.edu/portal/help/main?help=sakai.dropbox>.)

Blogs, Blogging Groups and the “Post of the Week”

This semester, you will be part of a blogging group. Your group will be composed of 5-6 other students whose blogs you will follow and to whose writing you will respond. Groups will be announced by the second week of class. Over the term, I ask that you plan to write at least **10 blog posts**. (To learn how to post an entry and/or respond to someone else’s, see <https://newcourseworks.columbia.edu/portal/help/main?help=sakai.blogwow>.) The content of your blog entry is up to you; you may choose to do one of the following:

- Select a passage from our reading, copy it into your blog, and write a **close textual analysis**. For guidance, see my blog post entitled “Close reading.”

- Using specific textual evidence and examples, write a couple of paragraphs in which you focus on a specific **interdisciplinary connection** that you have observed between the week's primary and secondary readings.
- Focusing on one or two sites of connection, **compare and contrast** two of the primary literary readings we have examined this term.
- Comment on **something that we discussed in class**. Agree, disagree, challenge or enrich; just make sure that you must use specific textual evidence to support your own claims. Don't be afraid to take a stand.
- Pick a **broader theme** in the period we are studying, and use two or three texts to analyze that theme. Your texts may be a combination of primary and secondary readings. Examples of such themes might include queer identity, evolutionary logic, consumerism, urban problems, or disability.

About half of your posts should respond to the blog entries of other members of your group and thus needn't take an approach from the list above. (To respond to a blog, click on the student's name, read his or her post, and then click "Leave a comment" at the bottom of the page.) All blog responses should be timely: respondents should post their comments within two weeks of the original blog entry.

When you read a particularly good post from your group, nominate it for "**Post of the Week**." Click on the **Discussion Board** link on Courseworks and add a link to the post or copy and paste it. I will read all nominations and highlight the Post of the Week in class and on Courseworks.

Cell phones, laptops, tablet computers and food

During class, I ask that you completely turn off your cell phone (not just silent mode). If you use a laptop or tablet, please *switch off your computer's wireless connectivity for the duration of the class*. This will help you resist the siren call of texts, Facebook and your Twitter feed. My job is to make this shocking act worth your while; your job is to be fully present during our time together – intellectually, physically, metaphysically.

I realize that our class runs right through prime lunchtime. That said, I ask that you eat either before or after class -- but not during our precious 80 minutes together. Drinks are, of course, fine.

Office hours and consultations

Although you may sign up for an office-hour time slot or schedule an appointment with me at any time during the semester and for whatever reason, I ask you to choose your research essay topic in direct consultation with me. The deadline for these paper topic conferences is Friday, October 5. To sign up for an appointment, visit my office hours wiki at <http://kassanoff.wikischolars.columbia.edu> where you can sign up for any one of the eight 15-minute time slots available each week on Wednesdays, 2:00-4:00. You can also click on the link for "ENGL BC 3181x students" where you will find additional appointment slots. To make an appointment with me outside of office hours, please email me several convenient times during which we could meet, including times prior to 10:30 a.m. I will email you an appointment time. As a policy, I do not discuss substantive matters pertaining to your academic work via email. If you wish to talk about something, there is only one way: by appointment. If you find that you cannot keep a pre-arranged office-hours time slot, please be considerate of others and cancel on my wiki as soon as possible.

Grading

Lively, informed class participation (including tweets): 8%
 Blog and blog responses: 8%
 Prospectus (3-4 pp) and annotated bibliography: 15%
 Writing Fellow draft/appointment: prospectus and annotated bibliography, 2%*
 Writing Fellow draft/appointment: research paper, 2%*
 Final paper: 35%
 Midterm: 12%
 Late-term: 18%

Reading schedule

I. Introduction	9/4	TU	Shopping in Oz
II. Democratic Vistas: Democracy in the Reunited States	9/6	TH	Walt Whitman, <u>Democratic Vistas</u> (1871): 1-84. (<i>Your edition has helpful annotations from pp. 86-134</i>)
	9/11	TU	Henry James, <u>Washington Square</u> (1880)
	9/13	TH	<u>Washington Square</u> Hermann Helmholtz, "The Origin and Meaning of Geometrical Axioms" (1876)
	9/14	FR	Deadline: Introductory blog entry
	9/18	TU	Herman Melville, <u>Billy Budd, Sailor</u> (1891)
	9/20	TH	<u>Billy Budd, Sailor</u> Arthur Mac Donald, "Education in Relation to Abnormal Man" (1892)
	9/25	TU	Charlotte Perkins Gilman, <u>The Yellow Wallpaper</u> (1892) U.S. Congress (44 th Congress, 2 nd session, Senate), Report of the Joint Special Committee to Investigate Chinese Immigration (1877)
	9/27	TH	<u>The Yellow Wallpaper</u>
III. Erasing Reconstruction	10/2	TU	Mark Twain, <u>The Tragedy of Pudd'nhead Wilson and the Comedy of Those Extraordinary Twins</u> U.S. Supreme Court, <i>Plessy v. Ferguson</i> (1896), opinion and dissent
	10/4	TH	<u>Pudd'nhead Wilson</u>
	10/5	FR	Deadline: One-on-one paper topic conference with Prof. Kassanoff
	10/8	MO	DUE DATE: Required draft of your prospectus and annotated bibliography posted to your Drop Box by 4:00 P.M. Please sign up for your Writing Fellow conference on the course wiki.
	10/10-10/17	WE-WE	Writing Fellow conferences: prospectus and annotated bibliography (see schedule on course wiki)
	10/9	TU	Pauline E. Hopkins, <u>Of One Blood; Or, the Hidden Self</u> (1903)

*A completed, timely draft followed by a conference with your Writing Fellow will earn 100 points for this component of your grade. Late submissions will be marked down 10 points per day. Incomplete submissions and/or failure to have a conference with your Writing Fellow will be marked down at the instructor's discretion.

			W.E.B. DuBois, "Of Our Spiritual Strivings" from <u>The Souls of Black Folk</u> (1903)
	10/11	TH	<u>Of One Blood</u>
	10/16	TU	MIDTERM EXAM
IV. "Native" Americans: Class, Ethnicity, Gender	10/18	TH	Edith Wharton, <u>The House of Mirth</u> (1905)
	10/23	TU	<u>The House of Mirth</u> Henry Adams, "The Dynamo and the Virgin" from <u>The Education of Henry Adams</u> (1918)
	10/25	TH	<u>The House of Mirth</u>
	10/26	FR	DUE DATE: Revised prospectus and annotated bibliography posted to your Drop Box by 12:00 P.M.
	10/30	TU	Ernest Hemingway, <u>The Sun Also Rises</u> (1926) Immigration Act of 1924
	11/1	TH	<u>The Sun Also Rises</u>
	11/6	TU	<i>Election Day (no class)</i> "Always inform yourself; always do the best you can; always vote." – Walt Whitman, <i>Democratic Vistas</i> (1871)
V. Passing Strange	11/8	TH	William Faulkner, <u>Light in August</u> (1932), chapters 1-7
	11/9	FR	DUE DATE: Required complete draft of research essay posted to your Drop Box by 4:00 P.M. Please sign up for your Writing Fellow conference on the course wiki.
	11/12-11/19	MO-MO	Writing Fellow conferences: complete draft of research essay (see schedule on course wiki)
	11/13	TU	<u>Light in August</u> , chapters 8-12
	11/15	TH	<u>Light in August</u> , chapters 13-21 Walter White, <u>Rope and Faggot: A Biography of Judge Lynch</u> (1929)
	11/20	TU	<i>No class.</i>
	11/22	TH	Thanksgiving (no class)
	11/27	TU	Zora Neale Hurston, <u>Their Eyes Were Watching God</u> (1937) Bertram W. Doyle, <u>The Etiquette of Race Relations in the South</u> (1937)
	11/29	TH	<u>Their Eyes Were Watching God</u>
	12/4	TU	LATE-TERM EXAM
	12/6	TH	<i>No class.</i>
	12/10	MO	DUE DATE: Revised research essay (10-12 pp.) posted to your Drop Box by 4:00 P.M.