

ENGL BC 3181x
Survey of American Literature, 1871-1945
Fall 2014
Tu/Th 11:40-12:55
Diana Center 504



Professor Jennie Kassanoff

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Office hours: Wednesdays, 11:00-12:00; Thursdays 2:00-3:00, or by appointment. Visit <http://kassanoff.wikischolars.columbia.edu> to reserve a time slot.

Courseworks: http://courseworks.columbia.edu/portal/site/ENGLX3181_001_2014_3

Required texts:

William Faulkner, The Unvanquished (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 readings should be downloaded from Courseworks (click on "Discussion Board" and then "View attachments").


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 You will be asked to use textual evidence from both American literature and contextual historical documents to support both written and verbal arguments.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

Secondary readings are downloadable from Courseworks. Please bring the secondary readings to class – either in print or electronic form.

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 are available on Courseworks (click on “Discussion Board” and then “View attachments” or click on ).

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 31.

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. 8 and should be uploaded to your Drop Box folder on Courseworks (see “Courseworks, Drop Box, and Discussion Board” 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.docx; or,
- last name_assignment_revision_date.docx

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.docx). The file containing the revision to be graded would be called kassanoff_prospectus and annotated bib_revision_oct 26.docx. 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.docx). 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 21, and the second, a **late term**, on Thursday, 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.

Please contact the Head Writing Fellow if you have questions about our Writing Fellows. If you have other questions about the Writing Program, please contact Pam Cobrin (pcobrin@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. Chronic lateness or absences will adversely affect your grade.

Twitter

Twitter counts toward class participation. 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 #engl3181. Both serious observations and humorous asides are welcome. If you wish to use a *nom de plume*, please feel free to adopt the name of one of the many characters we'll be reading this term (e.g. @drsloper80, @lilybart05, @dianthelusk, @jakebarnes26). Channeling that character's perspective, you can comment on other people's tweets, engage characters from other novels and/or weigh in on world events. Just remember to use our hashtag and to note your alias in your introductory Discussion Board post so that we know who you are. To register for a Twitter account, visit <https://twitter.com>.

Courseworks, Drop Box, and Discussion Board

We will be using various aspects of Courseworks this semester – including the **Drop Box** and **Discussion Board** functions.

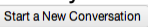

Discussion Board


Discussion Board 

You are asked to participate in our Discussion Board at least once a week, for 10 out of the 14 weeks of the term. Posts should be timely – that is, within a week of our discussion of the text in question. A barrage of last-minute posts at the end of term will not earn full credit.


After clicking on Discussion Board, you will find a Forum for each of the texts we're reading this term:

Henry James, Washington Square (1880) [New Topic](#) | [Forum Settings](#) | [More](#) ▾
 ▶ [View attachments](#)

Click on “View attachments,” and you will find a downloadable copy of the week's secondary reading. Click on “New Topic,” and you can begin a discussion thread. Reply to a discussion thread by clicking . When you've finished writing, remember to click . To go back to a previous page on

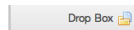
CourseWorks, click the  icon. To avoid data loss, I recommend that you write your posts in Microsoft Word, and then cut and past them into the text box on the Discussion Board.

Your post may take any of the following approaches:

- Select a passage from our reading, copy it into your post, and write a **close textual analysis**. For guidance, see “Close reading” in the “Files and Resources” function on CourseWorks. 
- Engage a **peer’s post**. Good discussions require give-and-take: read what your peers have posted and thoughtfully respond.
- 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 augment; just make sure that you must use specific textual evidence to support your own claims.
- 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.

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://courseworks.columbia.edu/portal/help/main?help=sakai.dropbox.>)

Cell Phones, Laptops, Tablets

I ask that you please turn off all cell phones, laptops, and/or tablet computers during class. A recent study published in *Psychological Science* showed that students who take notes by hand not only retain more information but also mentally organize that information more effectively.[†]

Food

Our class runs through lunch. I don’t want you to be hungry. Please try to eat before 11:40 to keep your stomach from interfering with your brain. I ask that you not bring any food to class. It’s distracting. Hydrate away, just no food.

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 10. 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

[†] Pam A. Mueller and Daniel M. Oppenheimer, “The Pen is Mightier Than The Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25 (June 2014): 1159-1168.

the eight 15-minute time slots available each week on Wednesdays 11-12, and Thursdays 2-3. 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.

Honor Code

I take the Barnard Honor Code (1912) very seriously. Please read it and follow it.

We, the students of Barnard College, resolve to uphold the honor of the College by refraining from every form of dishonesty in our academic life. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any papers or books not authorized by the instructor in examinations, or to present oral work or written work which is not entirely our own, unless otherwise approved by the instructor. We consider it dishonest to remove without authorization, alter, or deface library and other academic materials. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

Grading

Lively, informed class participation: 8%
 Discussion Board and Twitter: 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	9/2	TU	Shopping in Oz
II. Democratic Vistas: Democracy in the (Re)united States	9/4	TH	Walt Whitman, <i>Democratic Vistas</i> (1871): 1-84. (Your edition has helpful annotations from pp. 86-134)
	9/9	TU	Henry James, <i>Washington Square</i> (1880)
	9/11	TH	<i>Washington Square</i> Hermann Helmholtz, “The Origin and Meaning of Geometrical Axioms” (1876)
	9/12	FR	Deadline: Introductory blog entry
	9/16	TU	Herman Melville, <i>Billy Budd, Sailor</i> (1891)
	9/18	TH	<i>Billy Budd, Sailor</i> Arthur Mac Donald, “Education in Relation to Abnormal Man” (1892)
	9/23	TU	READ AHEAD/READ BACK DAY (no lecture) Conferences during class time available with JAK

**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.*

			in Barnard 413. Sign up at http://kassanoff.wikischolars.columbia.edu
	9/25	TH	No class: Rosh Hashanah
	9/30	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)
	10/2	TH	<u>The Yellow Wallpaper</u>
	10/6	MO	Paper topic conferences available, 11-12. Sign up at kassanoff.wikischolars.columbia.edu .
III. Erasing Reconstruction	10/7	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
	10/8	WE	Paper topic conferences available, 6-7. Sign up at kassanoff.wikischolars.columbia.edu .
	10/9	TH	<u>Pudd'nhead Wilson</u>
	10/10	FR	Paper topic conferences available, 10-12. Sign up at kassanoff.wikischolars.columbia.edu . Deadline: One-on-one paper topic conference with JAK
	10/13	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.
	10/15 10/20	WE- MO	Writing Fellow conferences: prospectus and annotated bibliography (see schedule on course wiki)
	10/14	TU	Pauline E. Hopkins, <u>Of One Blood; Or, the Hidden Self</u> (1903) William James, "The Hidden Self," <u>Scribner's Magazine</u> (March 1890): 361-373.
	10/16	TH	<u>Of One Blood</u>
	10/21	TU	MIDTERM EXAM
IV. "Native" Americans: Class, Ethnicity, Gender	10/23	TH	Edith Wharton, <u>The House of Mirth</u> (1905)
	10/28	TU	<u>The House of Mirth</u> Henry Adams, "The Dynamo and the Virgin" from <u>The Education of Henry Adams</u> (1918)
	10/30	TH	<u>The House of Mirth</u>
	10/31	FR	DUE DATE: Revised prospectus and annotated bibliography posted to your Drop Box by 12:00 P.M.
	11/4	TU	No class: Election Day "Always inform yourself; always do the best you can; always vote." – Walt Whitman, <i>Democratic Vistas</i> (1871)
	11/6	TH	Ernest Hemingway, <u>The Sun Also Rises</u> (1926) Immigration Act of 1924

	11/11	TU	<u>The Sun Also Rises</u>
V. The One and the Many	11/13	TH	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)
	11/18	TU	<u>Their Eyes Were Watching God</u>
	11/20	TH	In-class research essay workshop: strategies, suggestions and solutions DUE DATE: Required complete draft of research essay posted to your Drop Box by 11:00 A.M. Please sign up for your Writing Fellow conference on the course wiki prior to class.
	11/22-11/26	SA-WE	Writing Fellow conferences: complete draft of research essay (see schedule on course wiki)
	11/25	TU	William Faulkner, <u>The Unvanquished</u> (1938), I-IV W.E.B. DuBois, <u>Black Reconstruction in America, 1860-1880</u> , chapter XVII, "The Propaganda of History" (1935)
	11/27	TH	No class: Thanksgiving
	12/2	TU	<u>The Unvanquished</u> , V-VII
	12/4	TH	LATE-TERM EXAM
	12/8	MO	DUE DATE: Revised research essay (10-12 pp.) posted to your Drop Box by 4:00 P.M.