

**ENGL BC 3181**  
**Survey of American Literature, 1871-1945**  
**Fall 2016**  
**Tu/Th 10:10-11:25**  
**302 Barnard Hall**



**Professor Jennie Kassanoff**

413 Barnard Hall

854-5649

[jkassano@barnard.edu](mailto:jkassano@barnard.edu)

twitter: @bcamstud

**Office hours:** Tuesdays, 2:00-4:00, or by appointment.

Visit <http://kassanoff.wikischolars.columbia.edu/> to reserve an office hou time slot.

**Courseworks:** [http:// https://courseworks.columbia.edu/portal/site/ENGLX3181\\_001\\_2016\\_3](http://courseworks.columbia.edu/portal/site/ENGLX3181_001_2016_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 (University of Chicago Press)

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 (112<sup>th</sup> St. between Broadway and Amsterdam): please try to 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 You will be asked to use textual evidence from both American literature and contextual historical documents to support both written and verbal arguments.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 primary 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 printed copies of the secondary readings 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 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, November 4.

#### 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. 12 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, file names and comments

We will be taking a tree-saving 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 your writing (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 numbered pages. Both your prospectus and your research essay should have a title and should be 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 to schedule a separate appointment.

### Examinations

There will be two 80-minute exams, the first a **midterm** on Thursday, October 20, and the second, a **late term** on Thursday, December 8. 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 for pick-up.

### 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 my office hours link on our CourseWorks homepage, and follow the links 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 email [writing@barnard.edu](mailto:writing@barnard.edu), or call 212-854-8941). 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 prepare 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 online (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

All members of the class are invited to follow Barnard’s Program in American Studies on Twitter at @bcamstud. If you tweet about the class - and I hope you do - please use the hashtag #engl3181. Both serious observations and humorous asides are welcome. Just remember to use our hashtag and to note your Twitter alias in your introductory Discussion Board post so that we know who you are. Twitter is completely optional.

### 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 – 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 “Start a New Conversation.” 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 strongly recommend that you write your posts in Microsoft Word, and then cut and past them into the text box on the Discussion Board.

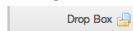
Your post may take any of the following approaches:

- 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 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.
- 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 subjectivity, evolutionary logic, consumerism, urban problems, or disability.

About half of your posts should respond to the posts of other members of your group and thus needn't take an approach from the list above.

### 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 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 retain more information more effectively and mentally organize that information more cogently.<sup>†</sup>

### Food

You are of course welcome to bring water to class, but please do not bring food. It's distracting. Eat beforehand so that you're in tip-top form.

### 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 14. 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 Tuesdays 2-4. 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 10:00 a.m. I will email you an appointment time. As a policy, I do not discuss substantive matters pertaining to your academic work on email. If you want to talk about something, then 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 office hours wiki as soon as possible.

---

<sup>†</sup> 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.

## 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 on CourseWorks: 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: 14%

Late Term: 16%

## Reading schedule

<b>I. Introduction</b>	9/6	TU	Shopping in Oz
<b>II. Contracted Vistas: Democracy in the (Re)united States</b>	9/8	TH	Walt Whitman, <i>Democratic Vistas</i> (1871): 1-84. (Your edition has helpful annotations from pp. 86-134.)
	9/13	TU	Henry James, <i>Washington Square</i> (1880)
	9/15	TH	<i>Washington Square</i> Hermann Helmholtz, "The Origin and Meaning of Geometrical Axioms," <i>Mind</i> 1.3 (Jul., 1876): 301-321.
	9/16	FR	<b>Deadline: Introductory discussion board entry on CourseWorks</b>
	9/20	TU	Herman Melville, <i>Billy Budd, Sailor</i> (1891)
	9/22	TH	<i>Billy Budd, Sailor</i> Samuel R. Wells, "Stammering and Stuttering," <i>The Illustrated Annuals of Phrenology And Physiognomy For the Years 1865-6-7-8-9-70-1-2 &amp; 3</i> (New York: Samuel R. Wells, 1873), 14-20.
	9/27	TU	Charlotte Perkins Gilman, <i>The Yellow Wallpaper</i> (1892) U.S. Congress (44 <sup>th</sup> Congress, 2 <sup>nd</sup> session, Senate), Report of the Joint Special Committee to Investigate Chinese Immigration (1877) <b>Paper topic conferences available, 4-5 PM.</b>

\*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.

			Sign up in advance at <a href="http://kassanoff.wikischolars.columbia.edu">kassanoff.wikischolars.columbia.edu</a> .
	9/29/	TH	<u>The Yellow Wallpaper</u>
	10/4	TU	<b>READ AHEAD/READ BACK DAY (no lecture)</b> Conferences during class time available with JAK in Barnard 413. Sign up at <a href="http://kassanoff.wikischolars.columbia.edu">http://kassanoff.wikischolars.columbia.edu</a>
	10/5	WE	<b>Paper topic conferences available, 12-2 PM.</b> Sign up in advance at <a href="http://kassanoff.wikischolars.columbia.edu">kassanoff.wikischolars.columbia.edu</a> .
<b>III. Erasing Reconstruction</b>	10/6	TH	Mark Twain, <u>The Tragedy of Pudd'nhead Wilson</u> U.S. Supreme Court, <i>Plessy v. Ferguson</i> (1896), opinion and dissent <b>Paper topic conferences available, 12-2 PM.</b> Sign up in advance at <a href="http://kassanoff.wikischolars.columbia.edu">kassanoff.wikischolars.columbia.edu</a> .
	10/11	TU	<u>Pudd'nhead Wilson</u>
	10/13	TH	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
	10/14	FR	<b>Deadline: One-on-one paper topic conference with JAK</b>
	10/17	MO	<b>DUE DATE: Required draft of your prospectus and annotated bibliography posted to your Drop Box by 4:00 P.M.</b> Please sign up for your Writing Fellow conference at <a href="http://kassanoff.wikischolars.columbia.edu">kassanoff.wikischolars.columbia.edu</a>
	10/18	TU	<u>Of One Blood</u>
	10/19 10/24	WE- MO	<b>Writing Fellow conferences:</b> prospectus and annotated bibliography (see schedule at <a href="http://kassanoff.wikischolars.columbia.edu">kassanoff.wikischolars.columbia.edu</a> )
	10/20	TH	<b>MIDTERM EXAM</b>
	10/25	TU	Edith Wharton, <u>The House of Mirth</u> (1905)
<b>IV. "Native" Americans: Class, Ethnicity, Gender</b>	10/27	TH	<u>The House of Mirth</u> Henry Adams, <u>The Education of Henry Adams</u> (1918; Boston: Houghton Mifflin, 1973), Chapter XXV, "The Dynamo and the Virgin," 379-390.
	11/1	TU	<u>The House of Mirth</u>
	11/3	TH	Ernest Hemingway, <u>The Sun Also Rises</u> (1926) Immigration Act of 1924
	11/4	FR	<b>DUE DATE: Revised prospectus and annotated bibliography posted to your Drop Box by 12:00 PM.</b>
	11/8	TU	<b>No class: Election Day</b> "Always inform yourself; always do the best you can; always vote." – Walt Whitman, <i>Democratic Vistas</i> (1871)
	11/10	TH	<u>The Sun Also Rises</u>

	11/14	MO	<b>DUE DATE: Required complete draft of research essay posted to your Drop Box by 12:00 P.M.</b> Please sign up for your post-Thanksgiving Writing Fellow conference on the course wiki prior to class.
	11/15	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> (Chicago: U. of Chicago P, 1937), 160-172.
<b>V. The One and the Many</b>	11/17	TH	<u>Their Eyes Were Watching God</u>
	11//17 -11/21	TH- MO	<b>Writing Fellow conferences:</b> complete draft of research essay (see schedule at <a href="http://kassanoff.wikischolars.columbia.edu">kassanoff.wikischolars.columbia.edu</a> )
	11/22	TU	William Faulkner, <u>The Unvanquished</u> (1938), I-IV W.E.B. DuBois, <u>Black Reconstruction in America, 1860-1880</u> , (1935; New York: Free Press, 1998), Chapter XVII, "The Propaganda of History," 711-729.
	11/24	TH	<b>No class: Thanksgiving</b>
	12/6	TU	<u>The Unvanquished</u> , V-VII
	12/8	TH	<b>LATE TERM EXAM</b>
	12/12	MO	<b>DUE DATE: Revised research essay (10-12 pp.) posted to your Drop Box by 4:00 P.M.</b>