

ENGL BC 3181
Survey of American Literature, 1871-1945
Spring 2018



Tu/Th 11:40-12:55
LL103 Diana Center

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PRIMARY TEXTS AND COURSE PACKET

Sui Sin Far, Mrs Spring Fragrance and Other Stories (Dover)
William Faulkner, Light in August (Knopf Doubleday)
Sutton E. Griggs, Imperium in Imperio (Modern Library)
Ernest Hemingway, The Sun Also Rises (Simon and Schuster)
Zora Neale Hurston, Their Eyes Were Watching God (Harper Perennial)
Henry James, Washington Square (Dover)
Mark Twain, Pudd'nhead Wilson (Signet Classic)
Edith Wharton, The House of Mirth (Penguin)
Walt Whitman, Democratic Vistas (University of Iowa Press)
MLA Handbook for Writers of Research Papers, 8th ed. (MLA)

All primary texts are available at Book Culture (112th St. between Broadway and Amsterdam). Secondary readings are collected in a required course packet available for purchase at Village Copier (Amsterdam at 118 St.). Both primary and secondary readings are also on reserve at the Barnard library. Please bring the assigned readings with you to class.

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 You will be asked to use textual evidence from both American literature and contextual historical documents to support both written and verbal arguments.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 between 1871 and 1945.

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 in the course packet. Please bring hard copies of both the primary and secondary readings with you to class.

WRITING ASSIGNMENTS

Because this course situates American literature in its various cultural 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 CourseWorks on or before 12:00 p.m. on Friday, March 9. An example of a strong prospectus/annotated bibliography and a strong research essay can be found under the "Files" tab in Courseworks.

Prospectus and Annotated Bibliography

A **prospectus** is a 3-4 pp. document that serves as a trial run of the argument for your research essay. Your prospectus describes the purpose, scope and central claim of the final paper, the specific questions you hope to answer, the reasons why you find these questions significant, and the evidence you plan to use in support of your argument. Your prospectus should concern itself with the work of literature at the center of your project: you will want to make sure that you support your claims with specific and closely analyzed textual evidence from your chosen literary text. You may also 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 the assignment is a formal, argumentative 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 will contain at least six works – other than the novel itself – published between 1879 and 1909. Each annotation should contain 2-3 complete sentences that not only summarize the argument of your source but also briefly describe its relevance to your analysis. The annotated bibliography represents a snapshot of your research to date: you are not obligated to use these sources in your final research essay. You should, however, plan to use at least 5-6 primary sources in your final paper. Please keep in mind that the annotated bibliography is a bibliographic assignment: your bibliography should mirror the form specified in the *MLA Handbook for Writers of Research Papers*, 8th ed.

Research Essay

Your **research essay** should be between 10-12 pp., and no more than 3700 words (excluding the unannotated bibliography). It is due by 4:00 p.m. on Monday, April 30 and should be uploaded to Courseworks (see "Courseworks" 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. You are advised to take into account your total workload at the end of term, and plan ahead.

Drafts, file names and comments

Please upload your drafts and revisions in .doc or .docx form to Courseworks. *Do not submit PDFs*. 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>). Both marked drafts and final assignments will be emailed to you when they are ready. To help us 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 Writing Fellow draft of my prospectus and annotated bibliography would be called kassanoff_prospectus and annotated bib_WFdraft_feb 19.docx. The file containing the revision would be called kassanoff_prospectus and annotated bib_revision_mar 9.docx. Your marked essay will have either your Writing Fellow's initials, my initials or Jess's initials (see "Grader" below) appended 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 in-text citations and an unannotated Works Cited list that follows the form specified in the 8th edition of the *MLA Handbook*. 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 an appointment.

WRITING FELLOWS

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

Two dates are listed for each written assignment. On the first date, you will upload your Writing Fellow draft to Courseworks. After that, click on my office hours link on the Courseworks homepage, and follow the links to the Writing Fellow conference page. The Writing Fellow will read your draft, write comments using the Microsoft Word comment feature, email you the draft and then meet with you to discuss your work. You will then have time to revise the assignment and post the final version to Courseworks. You will work with the same Writing Fellow throughout the term. Our Head Writing Fellow is Sylvia Korman (sck2157@barnard.edu; 609-751-2887). If you have questions about conferences or scheduling, please contact Sylvia or your own Writing Fellow. If you have questions about the Writing Fellows Program more generally, contact Katy Lasell, the Program Coordinator (klasell@barnard.edu; 212.854.8941). In addition to working with our Writing Fellows, you are encouraged to visit the Writing Center at anytime. To make an appointment, visit <https://barnard.mywconline.com>.

Writing Fellows are a central part of this course. Failure to comply with Writing Fellow deadlines will adversely affect your grade (see “Grading” below).

GRADER

Barnard courses of 40 students or more enlist a graduate student grader. My grader is Jess Shollenberger, an award-winning former student who is now completing her doctoral dissertation in American literature at the University of Pennsylvania. I will grade at least one of your exams and one of your written assignments; Jess will grade the others.

EXAMS

There will be two 80-minute exams, the first a **midterm** on March 1, and the second, a **late term** on April 19. 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 to be picked up from my office door (Barnard 413).

LAPTOPS, TABLETS AND CELL PHONES

Cell phones, laptops, and/or tablet computers are not permitted in this class. Recent studies in *Psychological Science* show that students who take notes by hand organize and retain information more effectively.¹ If you have special permission to use laptop, I ask that you turn off all internet-related notifications, use only a word-processing program, and sit where your screen will cause minimal distraction.

ATTENDANCE, CLASS PARTICIPATION AND FOOD

The real action of this course takes place in the classroom. You are asked to come to class prepared, with your reading assignments 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 ideas to our class discussions. Your class participation grade will be based on your contributions to our discussions in both virtual and real time. Students with strong attendance who neither speak in class nor participate online (see “Courseworks Discussion” 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.

You are welcome to bring water to class, but please do not bring food. Eat before class so that you’re in tip-top form. Attendance and punctuality are mandatory. Chronic lateness and/or absences will adversely affect your grade. That said, if you are sick, please do not come to class or to office hours. Email me, stay at home and rest.

COURSEWORKS DISCUSSION

We will be using the Courseworks Discussion function to continue our class conversations online. When you log on to our Courseworks page, you will automatically find yourself assigned to an online discussion group of 12-15 students. You are asked to

¹ See S.M. Ravizza, et. al. “Logged In and Zoned Out,” *Psychological Science* 28 (Feb. 2017): 171-180; P.A. Mueller and D. M. Oppenheimer, “The Pen is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25 (June 2014): 1159-1168.

submit **three posts for each literary and documentary pairing we examine this term**. If you complete them all, you will have written a total of 27 posts by early May. Each pairing's three posts should include **one comment on the readings**, and **two responses to your peers**.

1. Your **comment on the readings** can take any number of forms:

- Select a passage from our reading, copy it into your post, and write a **close reading**. For guidance, see <https://writingcenter.fas.harvard.edu/pages/how-do-close-reading>.
- Using specific textual evidence and examples, focus on a specific **interdisciplinary connection** that you have observed between the week's primary and secondary readings.
- Focusing on one or two points of connection, **compare and contrast** two of the primary readings we have examined this term.
- Comment on **something that we discussed in class**. Agree, disagree, challenge.
- Pick a **broader theme** in the period we are studying, and use two or three texts to analyze that theme. Your texts might be a combination of primary and secondary readings. Examples of such themes could include queer subjectivity, evolutionary logic, consumerism, disability, social inequality, etc.

2. Constructively respond to the posts of **two** other members of your group.

WELLNESS AND ODS

It is important for you to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself – your own health and wellness – a priority throughout this term and your career at Barnard and Columbia. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and I encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

- <http://barnard.edu/primarycare>
- <http://barnard.edu/counseling>
- <http://barnard.edu/wellwoman/about>
- [Stressbusters Support Network](#)

If you are registered with the Office of Disability Services (105 Hewitt), I am happy to work with you. Please see me at the beginning of the term so that we can discuss accommodations.

OFFICE HOURS, APPOINTMENTS AND PAPER TOPIC CONFERENCES

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 February 14. To sign up for a conference, please visit <http://kassanoff.wikischolars.columbia.edu> where you can select any of my regular office hours time slots, or choose a different time by following the “ENGL BC 3181 paper topic conferences” link on my wiki.

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 academic matters over email: if you have a question or topic to discuss, come see me in person. If you find that you cannot keep a pre-arranged office-hours time slot, I ask that you be considerate of others and cancel on my office hours 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.

The Honor Code puts a premium on intellectual integrity. Plagiarism (the use of someone else's words or ideas without attribution) is a serious violation of scholarly ethics, and will be reported to the Dean of Studies without exception. If you are at all confused about appropriate acknowledgment or citation of sources, please see me.

GRADING

Lively, informed class participation: 8%
 Courseworks Discussion (three posts per text pairing): 8%
 Prospectus (3-4 pp) and annotated bibliography: 15%
 Writing Fellow draft/appointment: prospectus and annotated bibliography, 2%²
 Writing Fellow draft/appointment: research essay, 2%
 Research essay: 35%
 Midterm: 14%
 Late Term: 16%

SCHEDULE OF READINGS

I. Introduction

TU 1/16 Shopping in Oz

II. The Geometry of Reunion

TH 1/18 Walt Whitman, *Democratic Vistas* (1871): 1-84.
 (Your edition has helpful annotations from 86-134.)

TU 1/23 *Democratic Vistas*

² 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.

“John Francis Cook, et. al. to the Honorable Senators and Members of the House of Representatives in Congress Assembled” (Dec. 1865). *Freedman & Southern Society Project*, <http://www.freedmen.umd.edu>.
 “Serious Riot in Washington,” *Baltimore Sun* 4 Jun. 1868: 1.

- TH 1/25 Henry James, *Washington Square* (1880)
- MO 1/29 Paper topic conferences available, 2:30-4:00 PM
<http://kassanoff.wikischolars.columbia.edu>
- TU 1/30 *Washington Square*
 Hermann Helmholtz, “The Origin and Meaning of Geometrical Axioms,” *Mind* 1.3 (Jul. 1876): 301-321.
- WE 1/31 Paper topic conferences available, 2:30-4:30 PM.
<http://kassanoff.wikischolars.columbia.edu>

II. Reconstructing Reconstruction

- TH 2/1 Mark Twain, *The Tragedy of Pudd'nhead Wilson* (1894)
 U.S. Supreme Court, *Plessy v. Ferguson* (1896), opinion and dissent
- Paper topic conferences available, 2:00-4:00 PM
<http://kassanoff.wikischolars.columbia.edu>
- MO 2/5 Paper topic conferences available, 1:00-3:00 PM
<http://kassanoff.wikischolars.columbia.edu>
- TU 2/6 *Pudd'nhead Wilson*
- TH 2/8 Sutton E. Griggs, *Imperium in Imperio* (1899)
Research strategies presentation by special guest Martha Tenney, Barnard Library digital archivist
- Paper topic conferences available, 2:00-4:00 PM
<http://kassanoff.wikischolars.columbia.edu>
- MO 2/12 Paper topic conferences available, 4:00-6:00 PM
<http://kassanoff.wikischolars.columbia.edu>
- TU 2/13 *Imperium in Imperio*
 W.E.B. DuBois, “The Conservation of Races,” *The Negro Academy Occasional Papers* 2 (1897): 5-15.
- TH 2/15 **Writing period (no class)**
- MO 2/19 **Due date: Draft of Prospectus (3-4 pp) and Annotated Bibliography by 12:00 PM.** Required Writing Fellow conferences 2/22-2/25. (See sign-up schedule at <http://kassanoff.wikischolars.columbia.edu>.)

III. Inclusion and Exclusion

- TU 2/20 Edith Wharton, *The House of Mirth* (1905)

- TH 2/22 *The House of Mirth*
- TU 2/27 *The House of Mirth*
Henry Adams, "The Dynamo and the Virgin," *The Education of Henry Adams* (1918; Boston: Houghton Mifflin, 1973), 379-390.
- TH 3/1 **MIDTERM EXAM (Whitman – Wharton)³**
- TU 3/6 Sui Sin Far, *Mrs. Spring Fragrance and Other Stories* (1912)
- TH 3/8 **Writing period (no class)**
- FR 3/9 **Due date: Revised Prospectus (3-4 pp.) and Annotated Bibliography**
Assignment must be uploaded to CourseWorks by 4:00 PM
- TU 3/13 SPRING BREAK
- TH 3/15 SPRING BREAK
- TU 3/20 *Mrs. Spring Fragrance and Other Stories*
"A Few Words by the Editor," *Proceedings of the Asiatic Exclusion League* [San Francisco] (July 1911), 133-137. [Reprinted from the July 1911 issue of *Comfort Magazine* (Augusta, ME)].
- TH 3/22 Ernest Hemingway, *The Sun Also Rises* (1926)
- TU 3/27 *The Sun Also Rises*
Henry Ford, "The International Jew," *The Dearborn Independent* 22 May 1920: 1-3.

II. Separate and Unequal

- TH 3/29 William Faulkner, *Light in August* (1932), chapters 1-7
- MO 4/2 **Due date: full draft of research essay**
Upload assignment to CourseWorks by 12:00 PM. Writing Fellow conferences 4/4-4/8. Sign up at <http://kassanoff.wikischolars.columbia.edu>.
- TU 4/3 *Light in August*, chapters 8-12
- TH 4/5 *Light in August*, chapters 13-21
Walter White, "Sex and Lynching," *Rope and Faggot: A Biography of Judge Lynch* (New York: Alfred A. Knopf, 1929), 54-61.
- TU 4/10 Zora Neale Hurston, *Their Eyes Were Watching God* (1937)
- TH 4/12 *Their Eyes Were Watching God*
Bertram Doyle, *The Etiquette of Race Relations in the South* (Chicago: U of Chicago P, 1937), 160-172.

³ Kate Chopin's "A Pair of Silk Stockings," discussed in the introductory lecture, will *not* appear on the midterm.

- TU 4/17 *Their Eyes Were Watching God*
- TH 4/19 **LATE TERM EXAM (Far – Hurston)**
- TU 4/24 **Writing period (no class)**
Individual appointments available at <http://kassanoff.wikischolars.columbia.edu>
- TH 4/26 **Writing period (no class)**
Individual appointments available at <http://kassanoff.wikischolars.columbia.edu>
- MO 4/30 **Due date: Final Research Essay (10-12 pp.)**
Upload assignment to CourseWorks by 12:00 PM.