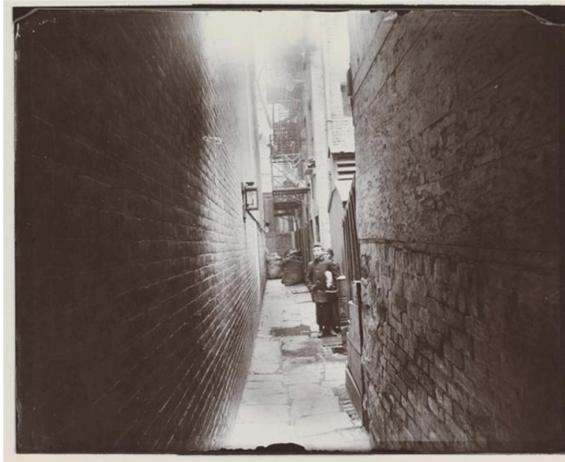


Dr. Shari Goldberg
shari.goldberg@fandm.edu
Office: Keiper 304
Office hours: M 1:45-2:45, W 4:30-5:30 and by appointment

English 208, Fall 2017
MW, 3:00-4:20
Keiper 114



American Literature 3: Individuals vs. Systems

Course description

American writers of the late nineteenth century rarely wrote tales of heroes and heroines transcending their circumstances. Instead, writers worked to document the various systems—social, biological, and economic—that shape and even determine human behavior. This course studies the philosophies that guided this literary trend, as well as the developing technologies—such as photography, elevators, and department stores—that transformed the work of representation. We will read in order to ask: Can a person's love conquer all? What is the power of one individual to resist oppression? Do we control systems, or are we at their mercy?

Required texts

These *editions* are required:

Sarah Begley and Monica Kearney, eds. *Four Stories by American Women* (Penguin, ISBN 9780140390766)

Stephen Crane, *The Monster and Other Stories* (Dover, ISBN 9780486790251)

Henry James, *Daisy Miller* (Dover, ISBN 9780486287737)

Frank Norris, *The Octopus* (Dover, ISBN 9780486432120)

Jacob Riis, *How the Other Half Lives* (Bedford, ISBN 9780312574017)

Mark Twain, *Pudd'nhead Wilson & Those Extraordinary Twins* (Norton Critical Edition, ISBN 9780393925357)

Core expectations

1. Come to each class session prepared to thoughtfully discuss the assigned text. Being prepared means: you have read carefully by annotating the text (annotations include underlining, margin remarks, and/or written notes), you have thought about questions the text raises or you would like to raise about it, and you have composed a generous and serious mindset. Bring your book to every class; if we are reading a handout via Canvas, bring a printed, annotated copy.
2. Use writing assignments as opportunities to refine your understanding of texts we have read. Write with care, deliberation, and a sincere desire to understand your ideas fully and to present them clearly. Make an appointment at the writing center or come to my office hours for help with this process.
3. Act respectfully toward me, toward your classmates, and toward our readings. Do not come to class late; do not use your phone during class; do not interrupt. Do listen attentively; do try to figure out what is valuable in what you hear and read; do bring concerns or confusions to the table. Do your own work and do it on time.
4. Visit me, during office hours, if you have questions about texts, discussions, assignments, grades, or policies.

Evaluation criteria

Contribution	10%	Paper 1	15%
Quotation diary	20%	Paper 2	15%
Presentation	15%	Paper 3	25%

Policies

Attendance: I expect you to attend all class sessions. More than two absences will result in your semester grade being lowered (three points per additional session missed). In case of family emergency or serious illness, bring me a note from the Office of the Dean of the College. When you are absent, it is your responsibility to contact a classmate to find out what you missed.

Technology: In general, books, papers, and pens or pencils will be our preferred classroom technologies. I will let you know if others are permitted for a certain session.

Accommodations: Bring me documentation from the Office of Disability Services within the first two weeks of the semester if you need extra time or other support to complete the work of the course.

Academic Citation: Assignments containing plagiarism will be sent to the Office of the Dean of the College and may result in failure of the course.

Communication: Feel free to email me with questions or concerns. You may expect a reply within 24 hours on weekdays and 48 on weekends. I will post announcements and handouts on Canvas.

Schedule of readings* and assignments, due on the date listed

*All readings are in the required books unless marked with [C], in which case they may be found in Canvas.

I. Introduction

- W 8/30 Introduction
- M 9/4 Hawthorne, "Wakefield" [C]; Norris, "A Plea for Romance" and "Zola as a Romantic Writer" [C]
- W 9/6 Zola, "The Experimental Novel" [C]

II. Social Systems

- M 9/11 Wharton, "Souls Belated" **Quotation diaries begin*
- W 9/13 James, *Daisy Miller*
Paper 1 assigned
- M 9/18 Gilman, "The Yellow Wallpaper" [in *Four Stories...*]
- W 9/20 Jewett, "The White Heron" [C]
- M 9/25 Darwin, *On the Origin of Species* [C]
Paper 1 due

III. Biological Systems

- W 9/27 Chesnutt, "The Wife of His Youth" and "A Matter of Principle" [C]
- M 10/2 Twain, *Pudd'nhead Wilson*, chapters 1-8
- W 10/4 Twain, *Pudd'nhead Wilson*, chapters 9-14
- M 10/9 Fall break [no class]
- W 10/11 Twain, *Pudd'nhead Wilson*, chapters 15-conclusion
Paper 2 assigned

IV. Economic Systems

- M 10/16 Norris, *The Octopus*, pp. 1-60 (chapters 1-2)
- W 10/18 Norris, *The Octopus*, pp. 61-85
- M 10/23 Marx, "The German Ideology" [C]
Paper 2 due

- W 10/25 Davis, *Life in the Iron Mills* [in *Four Stories...*]
M 10/30 Riis, *How the Other Half Lives*, Introduction + chapters 1-3, 16, 20
W 11/1 Riis, *How the Other Half Lives*, chapters 9-13

V. Technological Systems

- M 11/6 Holmes, "The Stereograph and the Stereoscope" [C]
W 11/8 Presentation assigned
Library research for presentations
M 11/13 Crane, *The Monster*, chapters 1-13
W 11/15 Crane, *The Monster*, chapters 14-24
M 11/20 Presentation workshop
W 11/22 Thanksgiving [no class]
M 11/27 Presentations
W 11/29 Presentations

VI. Conclusion

- M 12/4 Porter, "Flowering Judas" [C]; Hurston, "The Eatonville Anthology" and "How It Feels to Be Colored Me" [C]
Paper 3 assigned
W 12/6 Paper 3 workshop

W 12/13 *Paper 3 due*