

# English 381, American Literature 1855-1915

Fall 2005

M W F 10:10 Thompson 21

## [Dr. Donna Campbell](#)

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[Course materials available at http://www.wsu.edu/~campbelld/engl381/index.html](http://www.wsu.edu/~campbelld/engl381/index.html)

## Required Texts

Baym, Nina, et al. *Norton Anthology of American Literature*. 6th ed. Vol. C. W. W. Norton, 2003. ISBN 0-393-97899-0.

Chesnutt, Charles W. *Tales of Conjure and the Color Line*. Dover, 1998. ISBN 0-486-40426-9

Clemens, Samuel L. (Mark Twain). *The Complete Short Stories of Mark Twain*. Bantam, 1981. ISBN 0-553-21514-4

Jewett, Sarah Orne. *Country of the Pointed Firs*. Dover Publications, 1994. ISBN 0486281965

Johnson, James Weldon. *The Autobiography of an Ex-Coloured Man*. Dover Publications, 1995. ISBN 048628512X

Frederic, Harold. *The Damnation of Theron Ware*. Modern Library, 2002. ISBN 0375760350

## Recommended Text

Harmon and Holman, *A Handbook to Literature* (Prentice Hall, 9th ed.) (ISBN 0-13-012731-0)

## Course Description

This course explores the implications of gender, race, and genre in a variety of literary texts published from 1855 to the beginning of World War I, with a particular focus on three key literary movements of nineteenth- and early twentieth-century America: realism, regionalism or local color fiction, and naturalism. In addition to questions of literary quality and canon formation, we will consider the ways in which these works addressed the cultural conflicts of their time: the rise in monopoly capitalism, industrialism, technological advances, and consumer culture; westward expansion and the appropriation of land belonging to native peoples; racism and violence directed against African Americans in the wake of Reconstruction; xenophobic reactions to increasing immigration and ethnic diversity; and changing gender roles. One response to what many saw as the threat of social change implied by such conflicts was to appropriate the ways of knowing what was "true"—and in literature, realism defined itself as a means of knowing and expressing "truth." We will investigate the ways in which such terms as "truth" and "American," both linked to realism, became redefined in an exclusionary manner as

well as the ways in which literature from underrepresented populations resisted such definitions. In the process, we will discuss the processes through which certain authors, such as Henry James and Mark Twain, have been included in the canon while others have until recently been excluded, an examination that will also consider the privileging of certain genres (such as the novel) over those of the sketch and the short story cycle.

### Schedule of Assignments

This schedule should be regarded as a tentative guide to the assignments; it may well be changed as the semester progresses. Because good, in-depth class discussion is more important than keeping up with the schedule, you should not be disturbed if some selections are omitted or if we appear to fall behind.

You should read each day's assignment carefully, including any headnotes or background material, and come to class prepared to discuss the reading.

		Reading Assignments	
1	8/22	Introduction	
	8/24	Introduction to Whitman, 3-16 Sections I-V of "Song of Myself," pp. 122-125	
	8/26	"Out of the Cradle Endlessly Rocking " 102-106	Sign up for reports or set up <a href="#">your weblog</a> and send me the site address (URL)
2	8/29	Whitman, "When Lilacs Last in the Dooryard Bloom'd" 116-122	
	8/31	Whitman, from "Drum-Taps" 109-116 Piatt 420-427; <a href="#">Poems from the Household Book of Poetry</a> (online)	
	9/2	Introduction to Emily Dickinson Read letters to and from Higginson 207-212; poem 67	Weblog post #1
<b>Emily Dickinson</b>			
3	9/5	No Class: Labor Day	
	9/7	Dickinson, read all poems but especially 199, 214, 216, 258	
	9/9	Dickinson, #280, 303, 315, 341 <a href="#">Critical perspectives on Emily Dickinson</a>	Weblog post #2
4	9/12	Dickinson #465, 501, 709, 732	
	9/14	Dickinson #754, 1072, 1545, 1624	
	9/16	Reports	<a href="#">Reports</a>
<b>Tall Tales, Realism, and Regional Myths</b>			
5	9/19	Twain, "Fenimore Cooper's Literary Offences"	Proposal for Paper 1 due

		NAAL, 412-420 Twain, "The Notorious Jumping Frog of Calaveras County" CSSMT 1-6	
	9/21	Twain, "A Day at Niagara" CSSMT 16-22; "A True Story" CSSMT 94-98	
	9/23	Crane, "The Blue Hotel" 927-947 Crane, "The Bride Comes to Yellow Sky" 920-927	Weblog post #3
<b>American Artists and American Innocents</b>			
6	9/26	James, "The Art of Fiction" 553-568 Woolson, "Miss Grief" 437-451	
	9/28	James, "Daisy Miller" 468-486	
	9/30	James, "Daisy Miller" 486-506	<a href="#">Paper 1</a> due
<b>Claiming a Place: Contesting Properties and Regions</b>			
7	10/3	Howells, "Editha" (online); excerpts from Howells's writings on realism (online)	
	10/5	Exam 1	Exam 1
	10/7	Freeman, "The Revolt of Mother" 733-746 Freeman, "A New England Nun" 725-733	Weblog post #4
<b>The "Foreigner" and the Community</b>			
8	10/10	Reports	<a href="#">Reports</a>
	10/12	Sui Sin Far, "Mrs. Spring Fragrance" 867-876 Mena, "The Vine-Leaf" (handout)	
	10/14	Chopin, "The Storm" 629-633 <a href="#">"Desiree's Baby"</a>	Weblog post #5
<b>9</b>			
	10/17	Jewett, <i>The Country of the Pointed Firs</i> I-X	
	10/19	Jewett, <i>The Country of the Pointed Firs</i> XI-XXII Jewett, "The Foreigner" 604-620	
	10/21	No Class: Reading Day	Weblog post #6
<b>Charles Chesnutt</b>			
10	10/24	Chesnutt, "The Goophered Grapevine," TCCL 1-11 "Po' Sandy," TCCL 12-20	
	10/26	Chesnutt, "Dave's Neckliss" TCCL 21-31 Chesnutt, "The Sheriff's Children" TCCL 32-46 "The Passing of Grandison" TCCL 83-97	
	10/28	Reports	<a href="#">Reports</a> Weblog post #7
<b>Naturalism</b>			
11	10/31	London, "To Build a Fire"	Proposal for <a href="#">Paper 2</a>
	11/2	TBA	
	11/4	No Class: Reading Day	
<b>Gender and the New Woman</b>			
12	11/7	Twain, "The Diary of Adam and Eve," CSSMT 273-	

		295	
	11/9	Frederic, <i>The Damnation of Theron Ware</i> , Part I	
	11/11	No Class: Veterans' Day	Weblog post #8
<b>Nineteenth-Century "Truths"</b>			
13	11/14	<i>The Damnation of Theron Ware</i> , Part II	
	11/16	<i>The Damnation of Theron Ware</i> , Part III	
	11/18	<i>The Damnation of Theron Ware</i> , Part IV	Weblog post #9
14	11/21-25	No Class: Thanksgiving Vacation	
<b>Native American Autobiography</b>			
15	11/28	Reports	<a href="#">Reports</a>
	11/30	Eastman, "From the Deep Woods to Civilization" 797-810	
	12/2	Zitkala-Sa, "Impressions," "School Days," and "Indian Teacher" 1006-1035	<a href="#">Paper 2</a> due
<b>Race and "Passing"</b>			
15	12/5	Du Bois, from <i>The Souls of Black Folk</i> 876-901 Washington, from <i>Up From Slavery</i> 744-75	
	12/7	Johnson, <i>The Autobiography of an Ex-Colored Man</i> , chapters I-VI	
	12/9	Johnson, <i>The Autobiography of an Ex-Colored Man</i> , chapters VII-XI	Weblog post #10
16		Final Exam TBA	

## Course Policies and Requirements

Attendance and Class Participation. Attendance is expected, as is class participation; both are essential parts of the course. You have six free absences (excused and unexcused); a seventh absence means that you will fail the course. You should come to class prepared to discuss each day's reading, and your well-informed, enthusiastic participation will help everyone to discuss the material effectively.

Disability Accommodation. If you have a disability that may impair your ability to complete the work in this course, please contact the Disability Resource Center (DRC) located in the Administrative Annex Building, Room 206, 335-1566, so that the necessary accommodations can be made.

## Papers

Formal Papers. Students in English 381 will write two formal papers, a short (5-6 pages) analytical interpretation of fiction or poetry, and a longer analytical paper (6-8 pages) that may require some research. A list of paper topics will be handed out well before the papers are due.

Format. Papers must be neatly typed and carefully proofread. Citations should follow MLA style as outlined in the [MLA Handbook, Bedford Handbook, or other such guides.](#)

All out-of-class work must be typed, with citations following MLA style; for information, see the *MLA Handbook*.

Electronic Version. You will need to turn in a computer-readable version (as a Word or .rtf attachment) of your paper by e-mailing it to me in addition to, or instead of, turning in a paper version. **Your paper will not be graded and you will not receive any credit for the paper until I receive the electronic version.**

Late Papers and Extensions. Late papers are penalized at the rate of one letter grade per class day late; a paper that would have received a "B" on Monday will receive a "C" if handed in on Wednesday.

If no paper is turned in within 4 class days (due date plus three more days), no credit will be given and a 0 will be averaged in as 20% (Paper 1) or 25% (Paper 2) of your course grade..

You have one 48-hour extension in this class. This extension means that your paper will be due on the next class day, which could be more than 48 hours if the next class day is a Monday, without penalty. You must request the extension ahead of time, and you should save it for a true emergency, since no other extensions will be granted for illness, funerals, weddings, or any other reason.

Plagiarism Policy. Plagiarism is the unacknowledged use of someone else's words or ideas. This definition includes not only deliberately handing in someone else's work as your own but failing to cite your sources, *including Web pages and Internet sources*. Penalties for plagiarism range from an F on the paper or the course to suspension from the university.

For a first offense, any paper plagiarized in whole or in part will receive an "F" (0 points), and the incident must be reported to the WSU Office of Student Affairs. ***You will NOT be allowed to rewrite the plagiarized paper for a better grade.***

## **Exams**

The midterm and final exams in this course will consist of objective (multiple choice, short answer, matching) and identification questions and an essay. Exams cannot be made up without a doctor's note.

## **Other Work**

Quizzes. Frequent, unannounced quizzes over the reading will be given in this class. They cannot be made up, but the lowest quiz grade will be dropped.

In-class writing and short assignments. Short, typed responses to the reading may be assigned from time to time, as will short pieces of in-class writing.

### Reports and Weblogs.

Students in this class will either present a brief (5-7 minutes) oral report to the class or keep an online journal (weblog) of their reading this semester. Both options will should involve about the same amount of work, but with the weblog option, you'll be spreading the work out over the entire semester.

- You'll sign up for a report or a weblog in class. See the Reports and Weblogs page (<http://www.wsu.edu/~campbelld/engl381/reportsf05.htm>) for more details.
- To make the schedule updatable and available to all, it will be posted at the link above with your names on it. Weblogs will also be linked from our main page, which will contain the names of class webloggers. Because the point of the weblog is to share your thoughts with others in the class, our main class site will contain a link with your name as part of the requirement.
- If you have any privacy concerns (under [FERPA](#)) about having people know that you are in this class or do not want your name posted anywhere on our class site, you should choose the Reports option instead; you'll also need to write to me (on paper) requesting that your name be omitted from the Reports page.

Grade Distribution. Note: Because of [FERPA](#) and privacy issues, no grades will be discussed or transmitted by e-mail or instant messaging. You can check all of your grades (except the grade for class participation) in [WebCT](#).

Exams	30 percent
Paper 1	20 percent
Paper 2	25 percent
Report or Weblog	10 percent
Quizzes, class participation, group presentations, and in-class writings	15 percent