

**English 573**  
**Seminar in Prose Fiction: English 573**  
**Regionalism, Race, and Nationalism**  
Spring 2006: M 3:10-6 p.m. Avery 110

Donna Campbell

Avery 357; 335-4831; [campbelld@wsu.edu](mailto:campbelld@wsu.edu)

Office Hours: M W 11:30-1 and by appointment

Virtual Office Hours: Send an instant message at any time to [drcampbell6676@hotmail.com](mailto:drcampbell6676@hotmail.com),  
[drcampbell6676@aol.com](mailto:drcampbell6676@aol.com), or [drcampbell6676@yahoo.com](mailto:drcampbell6676@yahoo.com).

Course materials available at <http://www.wsu.edu/~campbelld/eng573/index.html> and in WebCT

### **Texts**

- Cather, Willa. *The Professor's House*. Vintage Classics, 1990. ISBN 0679731806
- Chesnutt, Charles W *Conjure Tales and Stories of the Color Line*. Penguin, 2000. ISBN 0141185023
- Dunbar, Paul Laurence. *The Sport of the Gods: and Other Essential Writings*. Modern Library, 2005. ISBN 0812972791
- Far, Sui Sin. *Mrs. Spring Fragrance*. U of Illinois P, 1995. ISBN 0252064194
- Fetterley, Judith and Marjorie Pryse. *American Women Regionalists 1850-1910: A Norton Anthology* Norton Reprint edition, 1995. ISBN 0393313638.
- Garland, Hamlin. *Main-Travelled Roads*. Penguin, 2000. ISBN 0803270585.
- Harte, Bret. *The Luck of Roaring Camp and Other Writings*, ed. Gary Scharnhorst. Penguin, 2001. 014043917X.
- Jewett, Sarah Orne. *Sarah Orne Jewett: Novels & Stories*. Ed. Michael Davitt Bell. Library of America, 1996. (paperback) 1883011345.
- Mena, Maria Cristina. *The Collected Stories of Maria Cristina*. Pinata Books, 1997. 1558852115.
- Watanna, Onoto. "*A Half Caste*" and *Other Writings*. U. of Illinois P, 2003. ISBN 0252070941.
- Zitkala-Sa. *American Indian Stories, Legends, and Other Writings*. Penguin, 2003. ISBN 0142437093.
- Deleuze, Gilles, and Felix Guattari. *Kafka: Toward a Minor Literature*. U Minnesota P, 1986. 0816615152. (recommended)
- Howard, June, ed. *New Essays on The Country of the Pointed Firs*. Cambridge, 1996. 0521426022. (recommended)

### **Course Description**

This seminar explores late nineteenth- and early twentieth-century American regional literature from several perspectives: as a literary movement that responded to realism and became a conduit to major publishing outlets for those marginalized by class, race, and gender; as a response to political debates over the Civil War, woman suffrage, race relations, and Reconstruction; as a reaction to concerns over industrialization, Gilded Age capitalism, urbanization, and the emergence of literary professionalism; and as a means of engaging in national debates over immigration, imperialism, and nationalism. We'll explore the texts' creation of regional myths, including those that seek to codify particular kinds of race-based social control (as in fiction of the plantation tradition), those that use nostalgia to enshrine an imagined past and idealize the primitive, and those that contribute to a national narrative that enshrines and naturalizes certain kinds of racial and class power.

Here are some of the themes and issues we'll consider:

- Technologies: of reproduction, of seeing, of representation, of travel, of circulating goods and services; of folkways, including medical and food cultures.
- Place: definitions of place, boundaries, bridges; place as temporal rather than spatial; urbanization and vanishing spaces.
- Geographies of region and nation: settlement, borderlands, empire, appropriation of territories; cosmopolitanism.

- Temporal and affective dimensions of regionalism: the past; emotion and sentimentality; nostalgia.
- Communities and individuals: individualism within cultures and communities; outsiders; spectators; reciprocity and gift-giving; sites and rituals of inclusion; customs and transgressions.
- Race, heredity, ethnicity: anthropological, biological, or cultural definitions; hidden signifiers; passing; “foreign” and familiar characters.
- Genre: regionalism as realism; as a “minor” literature; as a gender-defined genre; in dialogue with twentieth- and twenty-first century literatures.
- Narrative themes and forms: techniques of the narrator; style; the observer; common tropes.

The readings in theory and criticism are designed to focus on a slightly different approach for each class—feminist readings, cultural studies, Marxist, and so on.

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|---|------|---|
| 1 | 1/9  | Introduction: Historical and Literary Backgrounds   |
| 2 | 1/16 | No Class: Martin Luther King Day  |
| 3 | 1/23 | <p><b>Romance and Realism in Western Regional Fiction</b><br/> <b>Presentation: Billy Merck</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Bret Harte</a> <ul style="list-style-type: none"> <li>○ “The Luck of Roaring Camp”</li> <li>○ “Wan Lee, the Pagan”</li> <li>○ “An Ingénue of the Sierras”</li> <li>○ “The Poet of Sierra Flat”</li> <li>○ “Three Vagabonds of Trinidad”</li> <li>○ “Plain Language from Truthful James”</li> <li>○ “The Rise of the ‘Short Story’”</li> </ul> </li> <li>• <a href="#">Hamlin Garland</a> <ul style="list-style-type: none"> <li>○ “Up the Coolly”</li> <li>○ “A Branch Road”</li> <li>○ “Under the Lion’s Paw”</li> <li>○ “Mrs. Ripley’s Trip”</li> <li>○ Howells on Garland (pp. 1-4)</li> </ul> </li> <li>• Scharnhorst on Harte; Foote on Garland</li> </ul>  |
| 4 | 1/30 | <p><b>New England Communities</b><br/> <b>Presentation: Jessica Schubert</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Rose Terry Cooke</a> <ul style="list-style-type: none"> <li>○ “Freedom Wheeler’s Controversy with Providence”</li> <li>○ “Miss Beulah’s Bonnet”</li> <li>○ “How Celia Changed Her Mind” (AWR)</li> </ul> </li> <li>• <a href="#">Mary E. Wilkins Freeman</a> <ul style="list-style-type: none"> <li>○ “A New England Nun,”</li> <li>○ “A Church Mouse,”</li> <li>○ “A Mistaken Charity” (AWR)</li> <li>○ “Old Woman Magoun” (online)</li> </ul> </li> <li>• Josephine Donovan, “Breaking the Sentence: Local Color Literatures and Submerged Knowledges” in <i>The (Other) American Renaissance</i>.</li> <li>• Judith Fetterley and Marjorie Pryse, from <i>Writing Out of Place</i></li> <li>• Brodhead, from <i>Cultures of Letters</i></li> </ul> |
| 5 | 2/6  | <p><b>Regionalism: “Queer Consciousness,” “Minor Literature”</b><br/> <b>Presentation: Katie Arosteguy</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Sarah Orne Jewett</a></li> </ul>  |

- *Deephaven*
- “A White Heron,”
- “Tom’s Husband”
- Judith Fetterley, "Reading Deephaven as a Lesbian Text"
- Judith Fetterley and Marjorie Pryse, from *Writing Out of Place*
- Deleuze and Guattari, “What is a Minor Literature?”
- Louis Renza, “as a pre/text” (optional reading: Introduction) from *A White Heron and the Question of Minor Literature*

6 2/13

### **Regional Objects, Cultures, and Histories**

#### **Presentation: Shanna Knight**

- Sarah Orne Jewett
  - *The Country of The Pointed Firs*
  - “The Foreigner”
  - “Looking Back on Girlhood”
- June Howard, “Unraveling Regions, Unsettling Periods: Sarah Orne Jewett and American Literary History.” *American Literature*, Vol. 68, No. 2. (Jun., 1996), pp. 365-384.
- Bill Brown, “Regional Artifacts,” *American Literary History* 14.2 (2002): 195-226, or Jewett section in *A Sense of Things*.
- Selections from *New Essays on The Country of the Pointed Firs*
- Selections from *Jewett and Her Contemporaries: Reshaping the Canon*, ed. Kilcup & Edwards

7 2/20

No Class: Presidents' Day (University Holiday)

8 2/27

### **Fictions of the Color Line**

#### **Presentation: Sarah Aleshire**

- Paper 1 due
- [Kate Chopin](#)
  - “A Gentleman of Bayou Teche” (*AWR*),
  - “Desiree’s Baby” (online)
- [Alice Dunbar-Nelson](#)
  - “Sister Josepha”
  - “The Stones of the Village” (*AWR*)
- [Grace King](#)
  - “The Balcony”
  - “La Grande Demoiselle” (*AWR*)
- [Constance Fenimore Woolson](#)
  - “[Rodman the Keeper](#)” (online)
  - “In Search of the Picturesque” (<http://cdl.library.cornell.edu/cgi-bin/moa/moa-cgi?notisid=ABK4014-0045-23>),
- [George Washington Cable](#)
  - “Tite Poulette”
  - “Belles Demoiselles Plantation” (<http://docsouth.unc.edu/cablecreole/cable.html#old213>)
- Selected readings on King, Cable, Chopin, and Dunbar-Nelson

9 3/7

### **Plantation Myths**

#### **Presentation: Han Quek**

- [Charles Chesnutt](#)
  - “The Goophered Grapevine,”
  - “Dave’s Neckliss,”

- “The Wife of His Youth,”
- “Her Virginia Mammy,”
- “A Matter of Principle,”
- “The Sheriff’s Children”
- Thomas Nelson Page
- “Marse Chan”
- “Meh Lady” at <http://docsouth.unc.edu/pageolevir/page.html>
- [Paul Laurence Dunbar](#)
  - “The Deserted Plantation,”
  - “When Malindy Sings,”
  - “The Poet and His Song,”
  - “We Wear the Mask,”
  - “A Blessed Deceit,”
  - “The Lynching of Jube Benson,”
  - “The Ingrate”
- Richard Brodhead, from *Cultures of Letters*
- Eric Sundquist, from *To Wake the Nations*

10 3/14 Spring Break 3/14-3/18

11 3/21 **Technologies of Seeing, Technologies of Representation**

**Presentation: Marie Drews**

**Presentation: Antonio Tang**

- [Sui Sin Far](#), from *Mrs. Spring Fragrance*:
  - “In the Land of the Free,”
  - “Mrs. Spring Fragrance,”
  - “Its Wavering Image,”
  - “The Americanizing of Pau Tsu,”
- [Onoto Watanna](#), *A Half Caste and Other Writings*:
  - “A Half Caste”
  - “A Contract”
  - “Delia Dissents”
  - “The Wrench of Chance”
  - “Miss Lily and Miss Chrysanthemum: The Love Story of Two Japanese Girls in Chicago”
- Nancy Armstrong, from *Fiction in the Age of Photography*
- (from Jonathan Crary’s *Techniques of the Observer*)
- Readings from Martha Cutter, Jean Cole, and others on Sui Sin Far and Onoto Watanna

12 3/28 **Defining Region, Nation, and Empire**

**Presentation: Jessica Maucione**

**Presentation: Nora Wiechert**

- [Maria Cristina Mena](#), *Collected Stories*:
  - “The Vine-Leaf”
  - “The Gold Vanity Set”
  - “The Emotions of Maria Concepcion”
  - “Marriage by Miracle”
  - “A Son of the Tropics”
- Hsuan L Hsu, “Literature and Regional Production”
- John Hutchinson, “Cultural Nationalism and Moral Regeneration” in *Nationalism*.
- Benedict Anderson, from *Imagined Communities*
- Tom Lutz, from *Cosmopolitan Vistas*

- Amy Kaplan, from *The Anarchy of Empire*

13 4/4

**Ethnography and Appropriation**  
**Presentation: Nathanael Whitworth**

- [Mary Austin](#), AWR 564-592;
- [Zitkala-Sa](#), *American Indian Stories*:
  - “Impressions of an Indian Childhood”
  - “The School Days of an Indian Girl”
  - “An Indian Teacher Among Indians” (67-113);
  - “The Soft-Hearted Sioux”
  - “A Warrior’s Daughter” (118-140); “
  - The Widespread Enigma Concerning Blue-Star Woman” (143-54);
  - “America, Home of the Red Man,”
  - “The Coronation of Chief Powhatan Retold” (193-198);
  - “A Sioux Woman’s Love for Her Grandchild” (179-80)
- de Certeau, “Railway Navigation and Incarceration” from *The Practice of Everyday Life*
- Readings on Austin and Zitkala-Sa

14 4/11

**Ethnography and Appropriation, continued**  
**Presentation: Andrea Campbell**  
 Willa Cather, *The Professor’s House*  
 Readings from Sharon O’Brien; James Snead

15 4/18

Paper 2 due  
 Paper Presentations 1

16 4/25

Paper Presentations 2

**Course Requirements**

Attendance and Participation. Attendance and good class participation are essential.

Papers. You’ll write two papers in this course, the first a conference-length (8-9 pages) treatment of a topic, and the second an extended paper (15-18 pages; page limits are flexible) suitable for submitting to the journal of your choice or for using as the basis of a dissertation chapter. The first paper can be based on your presentation topic, if you wish, or it can form the basis for your longer paper. The presentations at the end of the course will be based on the longer paper, which you’ll need to edit down to conference length.

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 to failing the course. If you turn in a plagiarized paper, at a minimum you will receive a grade of F (0 points). You will not be allowed to rewrite the paper, and the incident must be reported to the Office of Student Conduct (<http://www.conduct.wsu.edu/academicIntegrity.asp>).

Presentations. Each member of the class will give a 30-minute presentation at one point during the semester. This might take any one of several forms: preparing information about the author or authors assigned for that day and presenting a set of new ideas or questions for the class to consider; giving a new interpretation of the work; providing a contextual overview of an author or work; or analyzing and critiquing current critical perspectives. You will need to provide a brief handout for the class, preferably one that includes a short annotated bibliography of your sources, an outline, and relevant quotations or information from your sources. During the last week of class, you’ll present a conference-length version of your second paper to the rest of the class.

Approximate weights for grades: Paper 1, 15%; Presentations, 20%; Paper 2, 50%; Attendance and Participation, 15%

WSU Statement on Academic Integrity. As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.

WSU Statement on Disabilities. Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may mean that requested accommodations might not be available. All accommodations must be approved through the Disability Resource Center (DRC) located in the Administration Annex Room 205, 335-1566.