

E372M Unique #34985
Spring 2010

Prof. Phillip Barrish (pbarrish@mail.utexas.edu)
Office Hrs: M 1-3, W 1-2

AMERICAN LITERARY REALISM (1860-1905)

Texts (in order we will be reading them)

- Henry James, *Washington Square* (1880) [Recommended edition: Penguin Classics]
- Stephen Crane, *Maggie, a Girl of the Streets and Other New York Writings* (1893)
[Recommended edition: Modern Library]
- Kate Chopin, *The Awakening* (1899) [Recommended Edition: Penguin Classics]
- Mark Twain, *Pudd'nhead Wilson and Those Extraordinary Twins* (1894)
[Recommended edition: Norton Critical]
- Charles Chesnutt, *The Marrow of Tradition* (1901) [**REQUIRED** edition: Bedford Cultural Edition]
- Theodore Dreiser, *Sister Carrie* (1901) [Recommended Edition: Norton Critical]
- Wister, *The Virginian* [Recommended Edition: Signet Classics]
 - Edith Wharton, *The House of Mirth* (1905) (Recommended Edition: Penguin Classics)
- Course packet available at:
- Handouts, pdf files, etc. distributed throughout the term and/or available on our BlackBoard site (login at www.courses.utexas.edu).

Class Schedule

Wed Jan 20 Introduction and Course Requirements

Fri Jan 22 Davis, "Life in the Iron Mills," pp. 1-19.

Mon Jan 25 "Life in the Iron Mills," pp. 20-34

Wed Jan 27 Excerpt from Samuel Haber, "The Doctor's Dilemma" (BlackBoard pdf) and Henry James, *Washington Square*, Ch. 1-7.

Fri Jan 29 *Washington Square*, Ch. 8-19.

Sun Jan 31 Discussion board post 1 due no later than 9 pm on Sunday night [or move to 1/27?]

Mon Feb 1 *Washington Square*, Ch. 20-35.

Wed Feb 3 Stephen Crane, "An Ominous Baby" (pp. 134-137) and "An Experiment in Misery" (pp. 152-164).

Fri Feb 5 Crane, *Maggie, A Girl of the Streets* (Ch. 1-6).

Mon Feb 8 Crane, *Maggie* (Ch. 7-19).

Wed Feb 10 Mark Twain, *Pudd'nhead Wilson*, "Whisper to the Reader" and Ch. 1-8. In-class writing workshop. **Essay #1 Due (2 pages).**

Fri Feb 12 *Pudd'nhead Wilson*, Ch. 9-14 (plus critical essay?)

Sun Feb 14 Discussion board post 2 due no later than 9 pm on Sunday night [Submit post on Saturday or early Sunday if you wish to preserve the sanctity of Valentine's evening—whether for celebration or depression.]

Mon Feb 15 *Pudd'nhead Wilson*, Ch. 15-22.

Wed Feb 17 Writing Workshop

Fri Feb 19 Extraordinary Twins 1

Mon Feb 22 Extraordinary Twins 2 **Essay #1 Revised Version Due**

Wed Feb 24 Charles Chesnutt, *The Marrow of Tradition*, "Introduction" to Bedford Edition, pp. 3-18 + Ch. 1-5.

Fri Feb 26 Chesnutt, *The Marrow of Tradition*, Ch. 6-15.

Mon March 1 Ida B. Wells, Excerpt from *Southern Horrors* [Bedford Edition, pp. 364-377 + Alexander Manly, "Editorial" and Rebacca Felton, "Letter to the *Atlanta Constitution*" (Bedford Edition, pp. 407-411) + *Marrow of Tradition*, Ch. 16-27

Wed March 3 *The Marrow of Tradition*, Ch. 28-35

*--**Thursday March 4** Discussion board post 3 due no later than 9 pm on Sunday night

Fri March 5 *The Marrow of Tradition*, Ch. 36-37

Mon March 8 Kate Chopin, *The Awakening*, Ch. 1-22.

Wed March 10 *The Awakening*, Ch. 23-39.

Fri March 12 Assignment to be announced.

SPRING BREAK

Mon March 22 Theodore Dreiser, *Sister Carrie*, Ch. 1-17.

*--**Tuesday March 23** Discussion board post 4 due no later than 9 pm on Tuesday night.

Wed March 24 *Sister Carrie*, Ch. 18-24.

Fri March 26 *Sister Carrie*, Ch. 25-29 + **Essay #2** (3 pages) due to peer editors.

Mon March 29 *Sister Carrie*, Ch. 30-40 + **Peer responses due.**

Wed March 31 *Sister Carrie*, Ch. 41-46.

*--**Thursday April 1** Discussion board post 5 due no later than 9 pm on Thursday night—no fooling.

Fri April 2 *Sister Carrie*, Ch. 47.

Mon April 5 Owen Wister, *The Virginian*, "To the Reader" and Ch. 1-16.

Wed April 7 *The Virginian*, Ch. 17-23 + "Evolution of the Cow Puncher" (BlackBoard pdf) **and Essay #2 Final Draft due in class.**

Fri April 9 *The Virginian*, Ch. 24-27 + Louis Owens, "White for a Hundred Years" in *Reading The Virginian in the New West* (BlackBoard pdf).

Mon April 12 *The Virginian*, Ch. 28-34.

Discussion board post 6 due no later than 9 pm on Sunday night.

Wed April 14 *The Virginian*, Ch. 35-36.

Fri April 16 Zitkala-Sa (Gertrude Bonnin), "Impressions of an Indian Childhood," "The School Days of an Indian Girl," "An Indian Teacher among Indians," and "A Dream of Her Grandfather" (course packet).

Mon April 19 Assignment to be announced
Wed April 21 Edith Wharton, *The House of Mirth*,
*--Thurs April 22
Fri April 23 *The House of Mirth*,

Mon April 26 *The House of Mirth*, **Essay #3 (4-5 pages) due to peer editors.**
Wed April 28 *The House of Mirth*, Essay #3 Peer editing sheets due
Fri April 30 *The House of Mirth*,

Mon May 3 *The House of Mirth*, **Essay #3 Final draft due.**
*--**Tuesday May 4** Discussion board post 8 due no later than 9 pm on Tuesday night.
Wed May 5 *The House of Mirth*,
Fri May 7 Assignment to be announced.

Class Policies, Requirements, and Grading

This is an upper-division literature class with a substantial writing component. Hence, you should expect to do a lot of reading and writing. I hope that you (and I!) will find the class enjoyable, thought-provoking, and educational in many ways. My most concrete pedagogical goal this term is to improve your skills at critical analysis, which will serve you well no matter what path you pursue in the future. For these good things to occur, we all have to take seriously our membership in the class's intellectual community. Although I will do some lecturing (especially when we begin a new text), the preponderance of class time will be devoted to various forms of discussion. Discussion does not achieve its purpose unless everybody contributes—not necessarily during each and every class, but on a regular basis. In sum, you and I share the responsibility of investing enough of ourselves in the class to make it a success.

To that end, please make sure to:

- Complete every reading assignment before the class session during which it will be discussed. (I may “encourage” you to do this by giving unannounced reading quizzes.)
- Have a copy of the relevant text on your desk when class begins every day.
- Contribute to the online discussion boards.
- Read your classmates' contributions to the discussion boards.
- _____ (to be filled in by class).

Attendance Policy: You are allowed two unexcused absences without penalty. Each additional unexcused absence will subtract 3 points from your final grade. For an absence to count as excused, you must notify me of it in advance and, in most cases, present written documentation of the medical or other serious problem responsible for your missing class. Two unexcused latenesses will count as an absence.

Grading Percentages

Essay #1 (2 pages)

First draft , due in class on February 10: **5%**.

Final draft, due in class on February 22: **10%**.

Essay #2 (3 pages)

Final draft (after peer-editing process), due in class on April 5: **20%**.

Essay #3 (4-5 pages)

Final draft (after peer-editing process), due in class on May 3: **30%**.

[Note: All essays must be handed in at the start of class on their due dates. An essay-grading rubric will be distributed with the first essay assignment.]

Discussion board posts: 14%. You are required to post on 7 of the 8 designated days, with each of these 7 required posts worth 2%. Each post used to meet the requirement must be a minimum of four sentences long, must relate to one of the discussion questions I've posted, and must be available before the time deadline listed. Half credit may be given for posts that are too short or that come in *after* the deadline but *prior* to one hour before class starts. Extra posting is very welcome, and may contribute to your class "engagement" grade (see below).

Overall commitment to class: 21%. This grade will be based entirely on my judgment. I will consider the following factors: (1) Your participation in class discussion, including the extent to which you thoughtfully engage with other students' comments, as well as other classroom activities; (2) your activity on the discussion boards, including points you make or questions you pose that provoke discussion by other students, as well as your engagement with other students' posts; (3) your work as a peer-editor (peer-editing sheets and a peer-editing rubric will be distributed later in the term); (4) your score on reading quizzes, if any are given.

Total: 100%

Please note: Letter grades with pluses and minuses will be used throughout the term, including for final grades. Please see course website for details on how I will translate letter grades to number grades and vice versa.

Academic Honesty: Any violation of academic honesty, including plagiarism, will result in a major grade reduction for the course and a report being made to Student Judiciary Services. Plagiarism does not refer merely to copying language directly from an external source (book, article, website, unpublished essay written by somebody else, etc.) without acknowledgment, but also to ideas and insights found in the work of others. Even if you put somebody else's idea or insight into your own words, you must acknowledge its source. For further information on academic honesty and how to avoid violating it, please go to http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php.

Academic Accommodations Any student with a documented disability (physical or cognitive) who requires academic accommodations should be in touch with the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing). Please do not hesitate to let me know of any accommodations you require: I will be happy to work with you.