

**English 372 – 19<sup>th</sup> Century Literature of the British Empire and the Americas**  
**Spring 2010, Washington State University-Tri Cities**  
T/Th 1:25-2:40, TWST 230

**Instructor:** Julie Meloni

**E-Mail:** julie\_meloni@wsu.edu

**Course Syllabus and Assignments:**

<http://www.academicsandbox.com/S10/E372/>

**Office Hours:**

By appointment before or after class.

Contact me via e-mail, IM, or Facebook any time.

Google Talk or Yahoo! Chat: jcmeloni

### **COURSE DESCRIPTION**

In this course you will investigate literary and cultural texts in English from both sides of the Atlantic, so as to uncover points of intersection between British and American literature in the nineteenth century. Grouped into various subject areas, we will find the *roots* and track the *routes* ideas have take over time and across the ocean. We will look for similarities and—of more importance—the differences that characterize the literature and culture of this time period.

### **REQUIRED TEXTS**

The following texts have been ordered by the bookstore, but any edition of these texts is acceptable:

- Charles Brockden Brown, *Edgar Huntly, or, Memoirs of a Sleep-Walker* (ISBN: 0140390626)
- Kate Chopin, *The Awakening* (ISBN: 1593081138)
- Thomas Hardy, *Far From the Madding Crowd* (ISBN: 0451528565)
- Henry James, *Daisy Miller* (ISBN: 0141441348)
- Oscar Wilde, *The Picture of Dorian Gray* (ISBN: 0141439572)

**All other assigned texts will be made available via links on the course website.**

### **COURSE WEBSITE AND INSTRUCTOR CONTACT/EMAIL**

You can access the website for this course at <<http://www.academicsandbox.com/S10/E372/>>. The schedule will always be up to date, and any handouts will also be available here if you lose your hard copy. You will also find a clear link to the course blog at <<http://www.academicsandbox.com/E372blog>> which will include my post-class recaps and other news, as well as links to all of your individual blogs.

Since I live in Pullman and commute to Tri-Cities for class, and because I don't have an office on campus, "office hours" are a little funky. If I know ahead of time that you want to meet with me, I can be in the coffee shop before class. I encourage you to use e-mail, IM, Twitter, and/or Facebook to contact me with any questions. I am available on Google Talk and Yahoo! Chat (username: jcmeloni), you're free to friend me on Facebook, and my regular e-mail address is: [julie\\_meloni@wsu.edu](mailto:julie_meloni@wsu.edu)

### **PARTICIPATION AND ATTENDANCE**

Attendance and participation in the classroom is expected. You should come to class prepared to engage in discussion with your instructor and classmates. Preparation includes having given full attention to the material we will be discussing, and having questions in mind when you come to class. Engaged means actively listening and contributing, rather than staring at a screen (that may or may not have anything to do with class).

I do not have a policy regarding automatic failure of class for a certain number of absences. But be a reasonable human being and assume that if you miss a lot of class, you will lose a lot of participation points as well as generally missing out on actual course content, which is never good for your grade.

## ASSIGNMENTS

Please note: all assignments will be explained in greater detail in class, and each assignment will have its own assignment sheet to which you can refer for additional instructions.

- **Readings/Class Participation/Quizzes (10%):** You are responsible for completing the readings prior to the beginning of the class period for which they are assigned. Bring the reading(s) for the day to each class meeting and be ready to talk about them (paper or electronic versions). It's always a good idea to have at least one thought-provoking question ready in your back pocket, so if you've done the reading and discussion isn't swinging your way you can *ask your own question*. Also, doing the readings on time will make it easier for you to keep up with your blog posts. Many class periods will begin with a brief written quiz on material; these quizzes will often be used as conversation starters for the class.
- **Blog Posts & Comments (15%):** You are responsible for making substantial blog entries by the due date/time on the syllabus. "Substantial" blog entries are those at least 300 words in length, and the specific types of posts may include the following (among others): general thoughts on the reading, discussions of critical articles you have found in your own research, annotated collections of links to other material, questions (and potential answers) that arose during your reading, extension of a discussion we had in class, and lengthy responses to other students' posts. Additionally, you must comment on your classmates' blogs, or at least engage with their material in your own posts (via quoting or linking). Blogging is kind of pointless if everyone is doing it in a vacuum, so remember that you're talking to your classmates and anyone else who might wander by, and engage with them as you would the other texts we read. I will provide a separate and specific assignment sheet detailing the grading and including some examples.
- **Fact Sheets (10% each):** During the course of the semester, each of you will create two fact sheets and distribute these sheets and present the content to the class. The content of the Fact Sheet is largely up to you, but should engage a topic or idea that is relevant to the day's assigned reading. I will provide a separate and specific assignment sheet detailing this assignment.
- **Take-Home Mid-Term (15%):** At the end of week 7 you will complete a take-home midterm exam. This exam will contain a few short answer questions and a longer essay question.
- **Research Paper (40%):** This 6 to 8 page analytical essay will be on a topic of your choosing that has to do in some way with 19<sup>th</sup> century British or American literature and the topics discussed in the course. The process of writing these papers will take place in several stages: a short proposal (a paragraph or two), a fully annotated bibliography, a short (2-3 minute) presentation on the last day of class, a written abstract, and the paper itself. All topics must be approved by me—this approval or extended conversation will happen in the feedback to your short proposal.

## LATE WORK POLICIES

- In the case of the **take-home mid-term**, I will accept late work **within seven days of the item's original due date**. However, be it one day late or seven, you will automatically receive a **15%** deduction of the assignment grade. If you know of a serious conflict ahead of time, talk to me.
- In the case of the **blog posts**, graded on a scale of 0-4 (explained on the blog assignment sheet), posts that appear **within seven days of the original due date** will be accepted but with a one point deduction.
- Quizzes **cannot** be made up.
- **No late research projects will be accepted.**

## GRADES

This course demands **student involvement**. If you do not take an active participation in your own learning process, the grade you earn will illustrate this. **Your instructor does not negotiate grades**. When letter grades are assigned, the following percentage ranges will yield the corresponding letter grade:

93-100 (A)	90-92 (A-)	
87-89 (B+)	83-86 (B)	80-82 (B-)
77-79 (C+)	73-76 (C)	70-72 (C-)
67-69 (D+)	60-66 (D)	0-59 (F)

## ACADEMIC INTEGRITY

As an institution of higher education, WSU 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 WSU, 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. WSU reserves the right and the power to discipline or to exclude students who engage in academic dishonesty. **If I find strong evidence of academic dishonesty of any kind in your work, you will fail the course and I will report the offense to the board of student conduct.**

## STATEMENT ON DISABILITIES

Reasonable accommodations are available for students who have a documented disability. Classroom accommodation forms are available through the Disability Services Office. If you have a documented disability, even temporary, make an appointment as soon as possible with the Disability Services Coordinator, Cherish Tijerina, Room 269D West Building. You will need to provide your instructor with the appropriate classroom accommodation form. The form should be completed and submitted during the first week of class. Late notification can delay your accommodations or cause them to be unavailable. All accommodations for disabilities must be approved through the Disability Services Coordinator.

## CLASSROOM ENVIRONMENT

You are all adults, so please make every effort to act accordingly. Arrive on time to class and do not behave disruptively during class discussions. Be prepared to complete in-class assignments and engage in fruitful discussion with your classmates. While in class, turn off your cell phones or put them on silent mode. If you bring your laptop, use it only for purposes related to the class, which **can** include "Google Jockeying" during discussions.

## GENERAL CLASS SCHEDULE

The following two pages detail the class schedule. All reading assignments and project due dates are listed here, but the instructor reserves the right to revise these requirements. The current syllabus can always be found on the course website <<http://www.academicsandbox.com/S10/E372/>>.

WEEK ONE – THE GOTHIC		
TUE	(01/12)	The mechanics of the class, syllabus overview, standard first-day stuff.
THU	(01/14)	<b>Read for Today:</b> "The Term 'Gothic' in the 1790's and Early 1800's"; the reading lists of Blake, Wordsworth, Coleridge, Byron, Shelley, Keats; explore the collection "Sublime Anxiety: The Gothic Family and the Outsider" (all online) ➔ <b>DUE by FRI (01/15) 5:00pm:</b> blog post #1 (see assignment sheet)
WEEK TWO – THE GOTHIC		
TUE	(01/19)	<b>Read for Today:</b> Brown, <i>Edgar Huntly</i> chapters 1-15
THU	(01/21)	<b>Read for Today:</b> Brown, <i>Edgar Huntly</i> chapters 16-end (including letters) ➔ <b>DUE by FRI (01/22) 5:00pm:</b> blog post #2 (see assignment sheet)
WEEK THREE – BRITISH ROMANTICISM		
TUE	(01/26)	<b>Read for Today:</b> Wordsworth, "London, 1802", "Tintern Abbey"; Coleridge, "Frost at Midnight"; Barbauld, "Life"; Blake, "Infant Joy", "Infant Sorrow", "The Lamb", "The Tyger" (all online)
THU	(01/28)	<b>Read for Today:</b> Shelley, "Stanzas Written in Dejection", "Ozymandias"; Keats, "La Belle Dame sans Merci", "Ode to a Nightingale"; Byron, <i>The Giaour</i> (all online) ➔ <b>DUE by FRI (01/29) 5:00pm:</b> blog post #3 (see assignment sheet)
WEEK FOUR – AMERICAN TRANSCENDENTALISM		
TUE	(02/02)	<b>Read for Today:</b> Emerson, "The American Scholar", "Circles"; Thoreau, "Walking" (all online)
THU	(02/04)	<b>Read for Today:</b> Fuller "The Great Debate"; Melville, "Bartleby, the Scrivener" (all online) ➔ <b>DUE by FRI (02/05) 5:00pm:</b> blog post #4 (see assignment sheet)
WEEK FIVE - ABOLITION		
TUE	(02/09)	<b>Read for Today:</b> handout related to British abolitionist history & literature (download)
THU	(02/11)	<b>Read for Today:</b> Garrison, "To the Public", "The Tragedy at Harper's Ferry"; Thoreau "A Plea for Captain John Brown" (all online) ➔ <b>DUE by FRI (02/12) 5:00pm:</b> blog post #5 (see assignment sheet)
WEEK SIX – PRE-RAPHAELITES		
TUE	(02/16)	<b>Read for Today:</b> Ruskin, "Pre-Raphaelitism"; explore Rossetti Archive "Double Works" (all online)
THU	(02/18)	*** NO CLASS MEETING *** ➔ <b>DUE by FRI (02/19) 5:00pm:</b> blog post #6 (see assignment sheet)
WEEK SEVEN – SCIENCE & NATURE		
TUE	(02/23)	<b>Read for Today:</b> Darwin, excerpt from <i>Voyage of the Beagle</i> (download); Huxley, "Science and Culture" (online); Hawthorne, "Rappaccini's Daughter" (online)
THU	(02/25)	<b>Read for Today:</b> Thoreau, "Autumnal Tints"; Muir, "Wild Wool" (all online) I will hand out the TAKE HOME MID-TERM ( <b>DUE via e-mail by MON 03/01 9:00am</b> )
WEEK EIGHT – A NEW AMERICAN LITERATURE		
TUE	(03/02)	<b>Read for Today:</b> Emerson, "The Poet"; Fuller "American Literature; Its Position in the Present Time, and Prospects for the Future"; Whitman, "Preface" to 1855 <i>LoG</i> , "Song of Myself" (all online)
THU	(03/04)	<b>Read for Today:</b> Dickinson, "I never lost as much but twice", "There's a certain Slant of light", "I felt a Funeral, in my Brain", "Because I could not stop for Death" (all online); explore "Emily Dickinson Writing a Poem" and "Letter Poem, a Dickinson Genre" (online) ➔ <b>DUE by FRI (03/05) 5:00pm:</b> blog post #7 (see assignment sheet)

WEEK NINE – MID-CENTURY WARS		
TUE	(03/09)	<b>Read for Today:</b> Tennyson, "Charge of the Light Brigade"; Kipling "The Last of the Light Brigade"; explore the Library of Congress Civil War Photography collection and the Roger Fenton Crimean War Photography collection (all online)
THU	(03/11)	<b>Read for Today:</b> Alcott, "My Contraband"; Melville, "The Martyr"; Whitman, selection of poems from <i>Drum-Taps</i> (all online) ➔ <b>DUE by FRI (03/12) 5:00pm:</b> blog post #8 (see assignment sheet)
SPRING BREAK [03/16 to 03/18]		
WEEK TEN – LOCAL COLOR & REGIONALISM		
TUE	(03/23)	<b>Read for Today:</b> Twain, "The Celebrated Jumping Frog of Calaveras County" (online); Harte, "The Luck of Roaring Camp" (online), Macomber, "The Gossip of Gold Hill" (download)
THU	(03/25)	<b>Read for Today:</b> Freeman, "The Revolt of 'Mother'"; Jewett, "A White Heron" (all online) ➔ <b>DUE by FRI (03/26) 5:00pm:</b> blog post #9 (see assignment sheet)
WEEK ELEVEN - REGIONALISM & REALISM		
TUE	(03/30)	<b>Read for Today:</b> Chesnutt, "The Goophered Grapevine", "Dave's Neckliss" (all online)
THU	(04/01)	<b>Read for Today:</b> James, <i>Daisy Miller</i> ➔ <b>DUE by FRI (04/02) 5:00pm:</b> blog post #10 (see assignment sheet)
WEEK TWELVE - REALISM		
TUE	(04/06)	<b>Read for Today:</b> Hardy, <i>Far From the Madding Crowd</i> , chapters i - xiii
THU	(04/08)	<b>Read for Today:</b> Hardy, <i>Far From the Madding Crowd</i> , chapters xiv-xxxv ➔ <b>DUE by FRI (04/09) 5:00pm:</b> blog post #11 (see assignment sheet)
WEEK THIRTEEN – REALISM +		
TUE	(04/13)	<b>Read for Today:</b> Hardy, <i>Far From the Madding Crowd</i> , chapters xxxvi - end
THU	(04/15)	<b>Read for Today:</b> Zola, "The Experimental Novel" (download), Norris, "The Responsibilities of the Novelist" (download); Crane "The Open Boat" (online) ➔ <b>DUE by FRI (04/16) 5:00pm:</b> blog post #12 (see assignment sheet)
WEEK FOURTEEN – FIN DE SIÈCLE		
TUE	(04/20)	<b>Read for Today:</b> Wilde, <i>The Picture of Dorian Gray</i> , chapters i-x
THU	(04/22)	<b>Read for Today:</b> Wilde, <i>The Picture of Dorian Gray</i> , chapters xi - end ➔ <b>DUE by FRI (04/23) 5:00pm:</b> blog post #13 (see assignment sheet)
WEEK FIFTEEN - FIN DE SIÈCLE		
TUE	(04/27)	<b>Read for Today:</b> Chopin, <i>The Awakening</i>
THU	(04/29)	Individual 2-3 minute research topic presentations; course wrap-up. ➔ <b>DUE by FRI (04/30) 5:00pm:</b> blog post #14 (see assignment sheet)

**\*\* THERE IS NO FINAL EXAM IN THIS CLASS \*\***

However, your **research papers** will be due via e-mail on **Thursday, May 6<sup>th</sup>**, by 9pm.