

ENG 391: 19th Century American Novel, CRN: 32050
Spring 2015, 1:00 – 1:50pm, Lillis 175

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Office Hours: Monday/Wednesday 2:00 – 3:30, Friday 11:30-12:30, and by appointment

Course Objectives: This course offers a survey of the American novel in the 19th century. Our reading will include four complete novels, along with shorter excerpts from other novels and some supplemental readings in literary history and criticism. Throughout the term, we'll focus on three key goals:

- To understand the conventions of the novel as a literary form, as well as the major formal and stylistic transformations in the American novel during the 19th century.
- To identify central themes and concerns in these texts, to explore how those themes are represented in language, and to trace themes as they appear across multiple works over time.
- To critically examine representations of race, gender, sexuality, and national identity in the American novel, and to interpret these representations through the economic, social, and cultural history of the United States.

As a class, we'll work toward each of these goals through careful and attentive reading, rigorous discussion, and persuasive, analytical writing.

The English Department's assessment procedure is built around six desired learning outcomes:

1. Read literary and cultural texts with discernment and comprehension and with an understanding of their conventions;
2. Draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts;
3. Perform critical, formal analyses of literary, cinematic, and other cultural texts;
4. Write focused, analytical essays in clear, grammatical prose;
5. Employ logic, creativity, and interpretive skills to produce original, persuasive arguments;
6. Employ primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay's thesis.

Required Texts: Leonora Sansay: *Secret History* and *Laura* (Broadview)
Harriet Jacobs: *Incidents in the Life of a Slave Girl* (Norton)
Herman Melville: *Moby Dick* (Norton, Second Edition)
Sarah Orne Jewett: *The Country of the Pointed Firs* (Dover)

Optional Texts: Hannah Webster Foster: *The Coquette* (Penguin)
Harriet Beecher Stowe: *Uncle Tom's Cabin* (Broadview)

Grading (assignment sheets will be distributed in class and posted to Canvas):

- First Paper (5-6 pages) 30%
- Final Paper (5-6 pages) 30%
- Book Group Presentation 15%
- Quizzes 20% (9 quizzes worth 2.5% each. Lowest score dropped)
- Participation 5%

ASSIGNMENT OVERVIEWS

Papers (60%): There will be two papers for this course: the first will be due at the end of Week Five, and the second will be due during finals week. More detailed assignment guidelines—along with a grading rubric—will be distributed soon.

Quizzes (20%): Instead of a mid-term and a final, we'll have nine in-class quizzes throughout the term (one a week, beginning in Week Two). The quizzes will draw from the readings, class lectures, and discussions. Quizzes will usually occur during the first ten minutes of class. Quizzes cannot be made up. However, I will drop your lowest quiz score. I will also allow you to replace two additional quiz scores with a take-home writing assignment. I'll give a sample quiz before the first one.

Book Group Project (15%): I will divide the class into seven book groups (there will be one group assigned to each novel, except for *Moby Dick*, which will be assigned three groups). Then, I will assign each book group a scholarly article related to their novel. The book group project has three parts, which will be weighted equally in the grading:

- Each member of the group will write their own two-page annotation of the article, including a summary of the author's argument and a discussion of how the article enriches your reading of the novel. The written assignment is due via email on the day your group presents.
- The group will make a ten-minute presentation to the class, summarizing the article, explaining its significance to the novel, and introducing some questions for small group discussion. Each group member should speak during the presentation.
- The group will then lead a ten- to fifteen-minute discussion of the novel, using the article as a point of reference and a guide. You may choose to break the class into smaller discussion groups, each led by one of the members of your group.

Sign-ups for book groups will happen during the first week of class. Final assignment sheet to come.

Participation (5%): I expect each student to contribute to classroom discussions of the assigned readings. You should critically read each assignment and come to class prepared with questions and comments that might help to guide discussion of the material. Please treat the ideas and opinions of your classmates with respect and attention. Disrespectful or disruptive classroom conduct will affect your participation grade.

COURSE POLICIES

Academic Honesty: All work submitted in this class must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. If you are in doubt about whether something needs to be cited or not, cite it. Please refer to the summary of the Code of Student Conduct in the Schedule of Courses. In cases where plagiarism has been clearly established, the award of an F for the final course grade is the standard practice of the University of Oregon. **Please see me if you have any questions about your use of sources.**

Access: The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoac@uoregon.edu.

Attendance: Regular attendance is necessary to your success in this class. You may miss three classes without penalty. For each absence after your third, your grade will be lowered by one third of a letter (for example, from a B to a B-), unless you have contacted me and we have agreed on other arrangements. If you need to miss a class, you are still responsible for turning in any assignments that are due on that day. Three latenesses will count as one absence.

Canvas and Email: I will post all course materials, grades, attendance, etc. at canvas.uoregon.edu (I will not be using Blackboard for this course for any reason). If you have any problems with Canvas, or if think you may have trouble accessing the site throughout the term, please see me as soon as possible. I'll send any announcements I need to make to the class via email. Please be sure to check your email accounts regularly. Finally, I ask that you email all assignments to me, instead of handing in paper copies. It is your responsibility to ensure that you send the proper document. If you send me your assignment with a missing attachment, the wrong file, a draft instead of a final version, or an incompatible file type, your assignment will be marked late. Assignments can be emailed anytime before the start of class on the day that the assignment is due. I will respond to all emails within 24 hours.

Class Preparedness: Please be sure to bring your assigned readings to every class. If the reading is a pdf, please print the pdf and bring it to class.

Discrimination/Inclusion: All students, faculty, and staff are expected to adhere to University of Oregon policies related to discrimination based upon ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs, and traditions. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by calling (541) 346-2037.

Format For All Written Assignments: All assignments must be typed in 12 pt. Times New Roman font, double-spaced, with standard (1¼ inch left and right, 1 inch top and bottom) margins and 0 pt. spacing before and after paragraphs. The first page of each paper should have a single-spaced heading that includes your name, the date, the essay assignment number, and an original title. **All papers must also include a properly formatted works cited page.**

Incompletes: The Director of Undergraduate English Studies must approve requests for the grade "Incomplete" in advance of the end of the quarter. Such approval will be granted only in cases when students cannot complete some minor but essential aspect of the course due to unforeseen circumstances beyond their control.

Late Work: All work turned in after the start of class on the day it is due will be counted late. Late papers will be marked down one letter grade for each calendar day they are late. If you're absent from class the day an assignment is due, you're still responsible for emailing the assignment by the time class regularly begins.

Sexual Violence, Harassment and Survivor Support: The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Please be aware that all UO employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

TENTATIVE SCHEDULE OF READINGS AND ASSIGNMENTS

| CLASS SCHEDULE | Read and Discuss For Mon. | Read and Discuss For Wed. | Read and Discuss For Fri. |
|--|---|--|--------------------------------------|
| Week One | 3/30 | 4/1 | 4/3 |
| | Introductions and Syllabus | SH, 10-56 (intro & chronology) | SH, 60-82 (Letters 1-6) |
| Week Two | 4/6 | 4/8 | 4/10 |
| | SH, 82-110 (Letters 7-16) | SH, 111-137 (Letters 17-27) | SH, 137-154 (Letters 28-32) |
| | | | Book Group One |
| Week Three | 4/13 | 4/15 | 4/17 |
| | UTC 1670-1716 (pdf provided) Baldwin: "Everybody's Protest Novel" (pdf provided) | UTC, 1716-1746 (excerpts – pdf provided) | litL, 5-38 (Preface – Ch. 7) |
| | | Book Group Two | |
| Week Four | 4/20 | 4/22 | 4/23 |
| | litL, 38-88 (Ch. 7-19) | litL, 88-125 (Ch. 20-30) | litL, 125-158 (Ch. 31-Appendix) |
| | | | Book Group Three |
| Week Five | 4/27 | 4/29 | 5/1 |
| Essay 1 Due Sunday, 4/26 by 5pm | MD, 1-54 (Ch. 1-9) | MD, 54-79 (Ch. 10-16) | MD, 79-101 (Ch. 17-25) |
| | | | Book Group Four |
| Week Six | 5/4 | 5/6 | 5/8 |
| | MD, 101-151 (Ch. 26-40) | MD, 152-176 (Ch. 41-45) | MD, 177-199 (Ch. 46-53) |
| Week Seven | 5/11 | 5/13 | 5/15 |
| | MD, 199-248 (Ch. 54-69) | MD, 248-276 (Ch. 70-80) | MD, 276-305 (Ch. 81-87) |
| Week Eight | 5/18 | 5/20 | 5/22 |
| | MD, 305-354 (Ch. 88-105) | MD, 354-375 (Ch. 106-115) | MD, 376-399 (Ch. 116-128) |
| | | | Book Group Five |
| Week Nine | 5/25 | 5/27 | 5/29 |
| | MEMORIAL DAY: ALL CLASSES CANCELED | MD, 399-427 (Ch. 129-Epilogue) | CoPF, 1-17 (Ch. 1-6) |
| | | Book Group Six | |
| Week Ten | 6/1 | 6/3 | 6/5 |
| | CoPF, 18-59 (Ch. 7-16) | CoPF, 60-88 (Ch. 17-21) | CoPF: "The Foreigner" (pdf provided) |
| | | | Book Group Seven |

Final Paper Due Tuesday, June 9th at 5:00pm