

San José State University
Department of English and Comparative Literature
English 168, The American Novel, Sec. 1, Spring 2019

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Class Days/Time: MW 13:30—14:45 AM
Office Hours: M 11:00-12:00, W 11:30-12:00 and by appointment
Classroom: Sweeney Hall 411
Course Website: <https://sites.google.com/a/sjsu.edu/english-168/>
Section Code: 27056

Course Description

Selected American novels from the Revolution to the present. This version of 168 follows the development of the American novel from romance through sentimentalism to realism and naturalism, and then to modernism and post-modernism.

Course Texts

Faulkner, *The Sound and the Fury*. (1929) (Corrected Text) 9780679732242
Hemingway, Ernest. *To Have and Have Not*. (1937) 9780684818986
Hurst, Zora Neale. *Their Eyes Were Watching God*. (1937) 9780060838676
Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. (1861) 9780486419312
Malae, Peter Nathaniel. *Son of Amity*. (2018) 9780870719455
Mazzuchelli, David. *Asterios Polyp*. (2009) 9780307377326
Morrison, Toni. *Song of Solomon*. (1977) 9780452252448
Nabokov, Vladimir. *Pale Fire*. (1962) 9780679723424
Poe, Edgar Allan. *The Narrative of Arthur Gordon Pym*. (1838) 9780486440934
Wharton, Edith. *Ethan Frome*. (1911) 9781840224085

Program Learning Outcomes for the English Major (linked to assignments):

Students will demonstrate the ability to

- read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric. (**Assignments 2, 3, 6**)
- show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature. (**Assignments 1, 5, 6**)
- write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject. (**Assignments 1, 2, 3, 5, 6**)
- develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively. (**Assignment 6**)
- articulate the relations among culture, history, and texts. (**Assignments 3, 4, 6**)

Assignments as Weighted in Course Grade:

1. Oral Presentation & Handout	10%
2. Short Paper	15%
3. Reading Responses & Quizzes	15%
4. Participation	15%
5. Midterm Examination	20%
6. <u>Research Paper: Book Club, Proposal & Final Draft</u>	<u>25%</u>
Total	100%

Description of Assignments:

1. Oral Presentation: You must work with the instructor to prepare an oral presentation *synopsizing an academic essay (an article or book chapter) by a scholar about the work being discussed* on that day, including a handout. Sign up for your date to present and consult the instructor on your choice of academic article for a report lasting about 10 minutes.

2. Short Paper: a three-page analysis/close-reading of a passage from one of the texts covered in the course before the midterm.

3. Reading Responses & Quizzes: Written work includes short in-class quizzes and small-group activities, as well as informal written responses to the texts. Please bring responses (200-300 words) as legibly handwritten or printed **hardcopy** to class because it will be used in small-group discussion. Reading responses are due on dates indicated on the course calendar by this symbol: 

4. Participation: Lectures provide background, but this course relies on discussion. Come to class having read the day's assignment, and take time to look up information about the text (vocabulary, historical references) and its author, and read text's introduction, if it has one. Find opportunities to contribute to class discussion and show your engagement with the text.

5. Midterm Examination: In-class essay based on the texts covered to that date.

6. Research Project. In this class, the 1-unit enhancement will require you to read an additional novel and to engage in the research process, working in groups and with your instructor:

Book Club and Research Enhancement

Read one of the widely-available American novels listed below. Choose a work you have not already read. It is best to read a print version, because long digital texts can be tiring. Contact the instructor if you have difficulty finding a print version. You will meet regularly with other members of your book club, discussing your experiences and turning in brief written assignments. You will formulate a research project based on a question about this novel.

Paper Proposal and Annotated Bibliography

Your proposal should describe the question you hope to answer, listing five library resources

(academic books or journal articles) in an *annotated bibliography*. See due date in calendar.

Research Paper

Your research paper, seeking to answer a question about the book you read for the Book Club, should be eight to ten pages in length, and include a “Works Cited” with at least five library sources (academic books or journal articles). It should be written in clear, correct English with logical paragraph breaks, an introduction that gives your thesis, and a conclusion. Appropriate use of textual evidence from the novel and from your research are key to successful research papers.

Text Choices:

Bellow, *Henderson the Rain King*.
 Cable, *The Grandissimes*.
 Cather, *My Ántonia*.
 Dreiser, *Sister Carrie*.
 Egan, *A Visit from the Goon Squad*.
 Ellison, *Invisible Man*.
 Hawthorne, *House of the Seven Gables*.
 Heller, *Catch-22*.

Jackson, *Ramona*.
 James, *The Portrait of a Lady*.
 Jones, *From Here to Eternity*.
 Kingston, *Tripmaster Monkey*.
 Norris, *McTeague: A Story of San Francisco*.
 Stegner, *Angle of Repose*.
 Twain, *Pudd'nhead Wilson*.
 Walker, *The Temple of My Familiar*.

Classroom Protocol

Students are expected to arrive for class sessions on time stay in class until the session ends. Please silence and put away cell phones, attend to lectures and presentations, and engage with your peers in small-group discussions and activities.

University Policies:

Check [Syllabus information](#) for university-wide policy information relevant to all courses, such as academic integrity, accommodations, dropping and adding classes, the campus writing center, etc.

Library Liaison

The English and Comparative Literature Department’s Library Liaison is Associate Librarian Toby Matoush: toby.matoush@sjsu.edu. She can help with research and information questions.

Grading Policies:

The following statement has been adopted by the Department of English for all courses:

In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

For more information about grading practices in this course, including Late Papers and Extra Credit, visit [Grading Criteria](#) on the course website.

ENGLISH 168 SCHEDULE, SPRING 2019

Date	Topics, Readings, Assignments, Deadlines.
Jan. 28	Introduction to the course.
Jan. 30	Poe, <i>The Narrative of Arthur Gordon Pym</i> . (1838) Chapters 1-12. RR
Feb. 4	Poe, <i>The Narrative of Arthur Gordon Pym</i> . Chapters 13-25.
Feb. 6	Jacobs, <i>Incidents in the Life of a Slave Girl</i> . (1861) Chapters 1-10. Novel Group Choices Due.
Feb. 11	Jacobs, <i>Incidents in the Life of a Slave Girl</i> . Chapters 11-23.
Feb. 13	Jacobs, <i>Incidents in the Life of a Slave Girl</i> . Chapters 24-41. RR
Feb. 18	Wharton, <i>Ethan Frome</i> . (1911) Chapters 1-3. Novel Groups meet. Bring three good discussion questions in writing.
Feb. 20	Wharton, <i>Ethan Frome</i> . Chapters 4-10.
Feb. 25	Faulkner, <i>The Sound and the Fury</i> . (1929) Section 1 (Benjy). RR
Feb. 27	Faulkner, <i>The Sound and the Fury</i> . Section 2 (Quentin).
March 4	Faulkner, <i>The Sound and the Fury</i> . Section 3 (Jason). Novel Groups meet. Bring three research project ideas (in writing).
March 6	Faulkner, <i>The Sound and the Fury</i> . Section 4 (Dilsey).
March 11	Hemingway, <i>To Have and Have Not</i> . (1937) Chapters 1-15.
March 13	Hemingway, <i>To Have and Have Not</i> . Chapters 16-26. RR
March 18	Hemingway, <i>To Have and Have Not</i> . Further discussion. Novel Groups meet. Present a draft proposal to your group.
March 20	Hurston, <i>Their Eyes Were Watching God</i> . (1937) Chapters 1-9.
March 25	Hurston, <i>Their Eyes Were Watching God</i> . Chapters 10-20. Research Paper Proposal Due.
March 27	Midterm Examination.
April 1	Spring Recess.
April 3	Spring Recess.
April 8	Nabokov, <i>Pale Fire</i> (1962) Intro. and Poem.
April 10	Nabokov, <i>Pale Fire</i> , Commentary. RR
April 15	Morrison, <i>Song of Solomon</i> . (1977) Chapters 1-4. Novel Groups meet. Discuss progress toward finishing your research paper.
April 17	Morrison, <i>Song of Solomon</i> . RR Chapters 6-9.
April 22	Morrison, <i>Song of Solomon</i> . Chapters 10-15.
April 24	Mazzuchelli, <i>Asterios Polyp</i> . (2009) Novel Groups meet. Discuss progress toward finishing your research paper.
April 29	Mazzuchelli, <i>Asterios Polyp</i> . Final discussion. RR
May 1	Malae, <i>Son of Amity</i> . (2018) Part 1, pages 13-85.
May 6	Malae, <i>Son of Amity</i> . Part 2, pages 89-154. RR
May 8	Malae, <i>Son of Amity</i> . Part 2, pages 155-221.
May 13	Last Class. Novel Groups meet. Discuss draft research papers.
May 17	Research Paper Due. (In electronic form—text file.)

RR = Reading Response (200 to 300 words)—hardcopy due in class.