

## Literary Foundations II

### A Two-Semester Introduction to the Study of Literature

<http://webspaces.newschoolliberalarts.edu/~goldstoa/lf2>

Mondays and Wednesdays, 12 p.m.–1:40 p.m. in Lang 260 (LLST2002D)

Mondays and Wednesdays, 2 p.m.–3:40 p.m. in Lang 263 (LLST2002E)

Instructor: Andrew Goldstone ([goldstoa@newschoolliberalarts.edu](mailto:goldstoa@newschoolliberalarts.edu); office hours TBD)

### Course Description

This course is part of the two-semester sequence for Writing and Literature majors that familiarizes students with key texts of world literary culture. In addition to preparing students for more advanced offerings in Literary Studies, these courses provide a basis for considering how we became the writers and readers that we are today and supply the tools to become the readers and writers of tomorrow. This second sequence of the Foundations will begin in the eighteenth century but concentrate on nineteenth- and twentieth-century works. The various texts under consideration will be brought into dialogue with their resonant “kin” so as to encourage comparisons in genre, subject, theme, literary techniques, and historical context. Literary Foundations I is required as a prerequisite for all Intermediate Writing courses and all 3000-level Literature courses in Literary Studies. Literary Foundations II is a prerequisite for all Advanced Writing courses and all 3000-level Literature courses in Literary Studies. Students are encouraged to take Foundations I and II in sequence.

### Course Requirements

1. Short weekly responses to the reading for Monday, due Sunday at 8 p.m. Your responses will be in the form of a modified “commonplace book”: you will select key passages from each reading. Sometimes you will also note down a short paragraph of interpretive claims or questions. These commonplace book entries will be shared with the class. For more details on this assignment, to be completed online, see the [explanation on the course commonplacing webpage](#).
2. One 15–20 minute [presentation](#), to be prepared and given with a partner. Scheduled at the start of term. Speaking time must be evenly divided. The presentation should make an interpretive argument about a chosen passage and end by posing a genuinely open question for discussion.
3. Class participation. You are expected to attend and participate seriously in every class. Serious participation includes preparing reading and writing assignments carefully, bringing textbooks to class, making appropriate contributions to both whole-class and small-group discussions, and listening attentively to your classmates and your instructor. I will take attendance in every class. Habitual lateness will affect your participation grade.
4. Two short papers. Paper 1 is a short paper on a single text, 4–6 typed pp. in length, due February 27. Paper 2 is a comparative analysis of one or more specific themes within two texts, 4–6 typed pp. in length, due April 18. Detailed paper assignments, including topic suggestions and formatting guidelines, will be distributed in advance. One class session will be devoted to draft workshops for each of the two papers.
5. Final exam. Your final exam will be comprehensive; that is, it will cover the entire semester’s work. The focus on the final will be your knowledge of the texts, and your familiarity with the basic ideas running

through them. You should be able to identify passages from the readings and thoughtfully compare them.

## Grade Guidelines

All graded assignments will be marked on the four-point scale specified by the Eugene Lang College Catalog. The final course grade will be a weighted average of these grades, as follows:

- Responses: 10%
- Presentation: 10%
- Participation: 15%
- Paper 1: 20%
- Paper 2: 25%
- Final Exam: 20%

In converting numerical grades to letters, the equivalents specified in the Eugene Lang College Catalog will be considered as the *maxima* of intervals open on the left. Thus A corresponds to scores strictly greater than 3.7 and less than or equal to 4.0, A-minus to scores strictly greater than 3.3 and less than or equal to 3.7, B-plus to scores greater than 3.0 and less than or equal to 3.3, and so on. Final grades will not be normalized to fit any particular distribution or “curve.” The general standards for grades are as follows; numerical equivalents use the mathematical notation for an interval which does not include its lower end but does include its upper end:

A range (3.3, 4.0]: Excellent. The student’s written work demonstrates thorough mastery of course materials and skills. The student’s in-class participation and reading responses are generous and productive.

B range (2.3, 3.3]: Very good. The student’s work demonstrates serious engagement with all aspects of the course. Some assignments indicate incomplete mastery of course materials and skills. The student has infrequent lapses in preparation for class.

C range (1.3, 2.3]: Average. The student’s written work satisfies requirements but shows significant problems or major gaps in mastery of course material. The student’s class participation is infrequent or marred by lateness and absence.

D (0.3, 1.3]: Below average work. The student completes the basic course requirements, but the student’s work is frequently unsatisfactory in several major areas. The student is frequently late or multiply absent. The student is a disruptive presence in class.

F [0, 0.3]: Failing. Student has not completed all course requirements or turns in consistently unsatisfactory work.

## Course Policies

### Absences and Lateness

Students are expected to attend classes regularly and promptly. Departmental policy mandates that students lose a half-grade (e.g. B+ becomes B) for each unexcused absence up to three and automatically fail the class at four unexcused absences. Excused absences are those either covered by a doctor’s note or letter from the office of disability, or at the discretion of the professor in consultation with the Chair or Director. Chronic lateness will also be counted as absence. In any case, students should notify the professor of

latenesses and absences, via e-mail, in advance of the class. Attendance is expected on days listed on this syllabus. Do not make travel plans on scheduled class days, either near to spring break or near the end of school.

### **Late work**

Because of the swift pace of this course, it is very important that all work be completed on time. Late reading responses will receive no credit. Late papers will normally be penalized at the rate of a half-grade per day. Barring serious illness or other extenuating circumstances, I will not give extensions.

### **Plagiarism**

The students and the instructor have a duty to each other and to our community to abide by norms of academic integrity and responsibility. We are also bound by the policy of the College. Academic dishonesty, including plagiarism, will have severe consequences in accordance with College policy.

Eugene Lang College's full Policy on Academic Honesty details the procedures and penalties related to allegations of plagiarism. It can be downloaded from the following Academic Policies webpage:

<http://www.newschool.edu/lang/subpage.aspx?id=374>

That policy defines plagiarism as follows:

Plagiarism is the unacknowledged use of someone else's work as one's own in all forms of academic endeavor (such as essays, theses, examinations, research data, creative projects, etc), intentional or unintentional. Plagiarized material may be derived from a variety of sources, such as books, journals, internet postings, student or faculty papers, etc. This includes the purchase or "outsourcing" of written assignments for a course. A detailed definition of plagiarism in research and writing can be found in the fourth edition of the *MLA Handbook for Writers of Research Papers*, pages 26–29.

### **Disabilities**

In keeping with the University's policy of providing equal access for students with disabilities, any student requesting accommodations must first meet with Student Disability Services. Jason Luchs or a designee from that office will meet with students requesting accommodations and related services, and if appropriate, provide an Academic Adjustment Notice for the student to provide to his or her instructors. The instructor is required to review the letter with the student and discuss the accommodations, provided the student brings the letter to the attention of the instructor. This letter is necessary in order for classroom accommodations to be provided. Student Disability Services is located at 79 Fifth Avenue, 5th Floor. The phone number is 212-229-5626. Students and faculty are expected to review the Student Disability Services webpage. The webpage can be found at <http://www.newschool.edu/studentaffairs/disability/> and the office is available to answer any questions or concerns.

### **Course Texts**

The course texts will be available at Barnes and Noble. You may, of course, purchase them elsewhere. Make sure to acquire your books in time to complete the first reading assignment. Note that the bookstore returns unsold course books to publishers after a few weeks, so do not hold off on buying the books for the latter part of the semester.

*N.B.* Please purchase these specific editions of the course texts. I have supplied ISBNs (International Standard Book Numbers) for these editions below; use these to search for titles on online bookstores. We will often refer in class to specific pages of our texts, and your participation can only be complete if you can turn easily to the page in question. We are also reading two texts in translation. No two translations are the same; if you are reading a different translation from the one we are studying, **you are not doing the required reading.**

I am aware that this reading list makes for a rather expensive class. Before you seek “cheaper” alternatives, please consider the value of owning good editions of books, clearly printed and durably bound, with helpful notes, introductions, and other editorial apparatus. These are books you will return to many times in college and beyond. Nonetheless, if costs are a major concern, or if you already own a course book in a different edition, please consult me as soon as possible. The course books will also be on reserve at the library. Electronic texts (Kindle, online, etc.) other than those distributed via the course website are not acceptable in this course.

Dickens, Charles. *Great Expectations*. Edited by Charlotte Mitchell. Penguin Classics. London: Penguin, 2003. ISBN: 9780141439563.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave*. In “*Narrative of the Life of Frederick Douglass, an American Slave*” and “*Incidents in the Life of a Slave Girl*” by Frederick Douglass and Harriet Jacobs. Modern Library. New York: Random House, 2000. ISBN: 9780345478238. [I have placed the Library of America edition on reserve.]

Eliot, T. S. *The Waste Land: Authoritative Text, Contexts, Criticism*. Edited by Michael North. Norton Critical Edition. New York: Norton, 2001. ISBN: 9780393974997.

Goethe, Johann Wolfgang von. *The Sorrows of Young Werther*. Translated by Burton Pike. Modern Library. New York: Random House, 2004. ISBN: 9780812969900.

Kafka, Franz. *The Metamorphosis and Other Stories*. Translated by Joyce Crick. Oxford World’s Classics. Oxford: Oxford UP, 2009. ISBN: 9780199238552.

Shelley, Mary. *Frankenstein: The 1818 Text, Contexts, Nineteenth-Century Responses, Modern Criticism*. Edited by J. Paul Hunter. Norton Critical Edition. New York: Norton, 1996. ISBN: 9780393964585.

Swift, Jonathan. *Gulliver’s Travels*. Edited by Robert DeMaria, Jr. Penguin Classics. London: Penguin, 2003. ISBN: 9780141439495.

Woolf, Virginia. *Mrs. Dalloway*. San Diego: Harcourt, 1925. ISBN: 9780156628709.

### Poetry Selections

The readings in poetry will be available on electronic reserve via the library at:

<http://ereserves.newschool.edu/eres/coursepass.aspx?cid=1179>

The source volumes for the poetry selections are listed below; interested students may wish to purchase them for themselves. I have placed some print editions of these poets on regular reserve as well (not always the same ones, where noted).

Dickinson, Emily. *Final Harvest: Emily Dickinson’s Poems*. Edited by Thomas H. Johnson. New York: Little, Brown, 1961. ISBN: 0316184152. [I have also placed the more recent edition by R. W. Franklin on reserve.]

Donne, John. *The Major Works*. Edited by John Carey. Oxford World’s Classics. Oxford: Oxford University Press, 1990. ISBN: 019284041X. [I have placed Carey’s more extensive Longman’s Annotated edition

of the *Complete Shorter Poems* on reserve.]

Milton, John. *The Major Works*. Edited by Stephen Orgel and Jonathan Goldberg. Oxford World's Classics. Oxford: Oxford University Press, 1991. ISBN: 019280409X.

Shelley, Percy Bysshe. *The Major Works*. Edited by Zachary Leader and Michael O'Neill. Oxford World's Classics. Oxford: Oxford University Press, 2003. ISBN: 0192813749.

## Schedule

### Monday, January 23.

Introduction.

### Wednesday, January 25.

Swift, *Gulliver's Travels*, prefatory material and part I (1-77).

**Make a first commonplace-book entry.**

### Monday, January 30.

**Class rescheduled for Friday, February 3.**

Read *Gulliver's Travels*, parts II and III (78-201).

### Wednesday, February 1.

*Gulliver's Travels*, complete.

### Friday, February 3.

**Make-up sessions at 10:30 and 2:00 (locations TBA).**

*Gulliver's Travels*, complete.

### Monday, February 6.

Donne, selected poetry ([E-reserve](#)).

Elegy 2: To his Mistress Going to Bed (12–13).

The Flea (89).

The Good Morrow (89–90).

Song (90–91).

The Sun Rising (92–93).

The Canonization (95–96).

The Triple Fool (96–97).

The Anniversary (102–103).

Love's Growth (109).

A Valediction: of Weeping (112–13).

A Nocturnal upon St. Lucy's Day, being the shortest day (116–17).

A Valediction: forbidding Mourning (120–21).

The Ecstasy (121–23).

The Funeral (127).

The Relic (130).

Holy Sonnets (excerpts). (175–78)

### Wednesday, February 8.

Milton, selected poetry ([E-reserve](#)).

On the Morning of Christ's Nativity (3–10).

On Shakespeare. 1630 (20).

L'Allegro (22–25).

Il Penseroso (25–30).

Sonnet 7 (34–35).

Lycidas (39–44).

Sonnets 14–19 (80–82).

(Friday, February 10. Drop deadline.)

**(Monday, February 13.)**

**Class cancelled.**

*Read* Goethe, *Sorrows of Young Werther*, Book One.

**Wednesday, February 15.**

Goethe, *Werther*, Book Two.

(Monday, February 20. Presidents' Day: No class.)

**Wednesday, February 22.**

Paper draft workshop.

Percy Shelley, selected poetry ([E-reserve](#)).

Mutability (112).

Hymn to Intellectual Beauty (version A). (114–17)

Mont Blanc (version A). (120–24)

Ozymandias (198).

Stanzas Written in Dejection (209–10).

Ode to the West Wind (412–14).

England in 1819 (446).

To a Skylark (463–66).

Adonais (529–45).

**Monday, February 27.**

Shelley, poetry, continued.

**Wednesday, February 29.** Leap day!

**Extended deadline: First paper due.**

Mary Shelley, *Frankenstein*, vol. 1.

**Monday, March 5.**

Shelley, *Frankenstein*, complete.

**Wednesday, March 7.**

Shelley, *Frankenstein*, continued.

Critical essays on *Frankenstein* (in Norton Critical Edition):

Mary Poovey, “‘My Hideous Progeny’: The Lady and the Monster” (251-61).

Anne K. Mellor, “Possessing Nature: The Female in *Frankenstein*” (274-86).

**Optional:** Mary Shelley, introduction to the 1831 edition (169-73).

**Optional:** Anne K. Mellor, “Choosing a Text of *Frankenstein*” (160-66).

(Friday, March 9. Withdraw deadline.)

(Monday, March 12. Spring break: No class.)

(Wednesday, March 14. Spring break: No class.)

**Monday, March 19.**

Dickinson, selected poetry ([E-reserve under “Final harvest. Selection I”](#)).

Poems 7 (p. 5), 9 (6), 11 (7), 21 (12), 24 (14), 26 (15–16), 34 (20), 47 (26), 48 (26–27), 58 (32), 65 (35–36), 66 (36–37), 75 (41), 78 (42–43), 85 (47–48), 87 (49–50), 95 (55), 112 (66), 119 (71), 122 (73), 128 (77).

**Wednesday, March 21.**

Dickinson, continued. ([E-reserve under “Final harvest. Selection II”](#)).

Poems 133 (p. 80), 162 (97), 168 (101), 177 (107), 184 (111–12), 193 (117–18), 202 (123–24), 240 (147), 270 (166), 288 (176–77), 290 (177–78), 307 (187–88), 321 (195), 389 (229), 417 (243), 427 (248–49), 508 (288–89), 525 (297), 532 (300–301), 563 (314–15).

**Monday, March 26.**

Douglass, *Narrative of the Life*.

**Wednesday, March 28.**

Douglass, continued.

**Monday, April 2.**

Dickens, *Great Expectations*, through vol. 2, chap. 7 (3-217).

**Second paper assignment distributed.**

**Wednesday, April 4.**

Dickens, continued, through vol. 2, chap. 19 (3-312).

**Monday, April 9.**

Dickens, continued, through vol. 3, chap. 11 (3-408).

**Wednesday, April 11.**

Dickens, continued (whole novel).

Dickens, Appendix A (the alternate ending).

**Monday, April 16.**

Paper draft workshop.

Eliot, *The Waste Land*.

**Wednesday, April 18. (Cruellest.)**

**Second paper due.**

Eliot, *The Waste Land*.

**Monday, April 23.**

Eliot, continued.

Eliot, “Tradition and the Individual Talent,” *Egoist* 6, nos. 4-5 (1919), Modernist Journals Project ([part I](#) and [parts II–III](#))

Early responses to *The Waste Land* by Woolf, a *TLS* reviewer, Edmund Wilson, Elinor Wylie, a *Time* reviewer, Charles Powell, Malcolm Cowley, Ralph Ellison (in Eliot, ed. North, 137, 140-48, 153, 156, 163-66)

**Wednesday, April 25.**

Eliot, continued.

Woolf, *Mrs. Dalloway*, up through the tolling of twelve o’clock (3–94).

**Monday, April 30.**

Woolf, continued.

**Wednesday, May 2.**

Woolf, continued.

Critical essays on Woolf:

Alex Zwerdling, "Mrs. Dalloway and the Social System," *PMLA* 92, no. 1 (January 1977): 69-82 (online via [JSTOR](#); [New School proxy](#)).

Christine Froula, "Mrs. Dalloway's Postwar Elegy: Women, War, and the Art of Mourning," *Modernism/Modernity* 9, no. 1 (January 2002): 125-63 (online via [Project MUSE](#); [New School proxy](#)).

**Monday, May 7.**

Kafka, *The Metamorphosis*.

**Wednesday, May 9.**

Kafka, continued.

Final exam review.

**(Friday, May 11.)**

Make-up exam: 1 to 3 p.m. in 66 West 12th St., Room 501.

**Monday, May 14.**

Final exam in class.