

ENGL 5326: Topics in American Literature before 1900

Walt Whitman and Emily Dickinson

Fall 2016

Thursdays 2-4:50pm

Location TBA

Professor: Dr. Desiree Henderson

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Phone: English Department Main Office 817-272-2692

Office Hours: Tuesdays 1:30-2:30pm and by appointment

Course Description: This course explores the poetry of Walt Whitman and Emily Dickinson by addressing the central questions and debates that define Whitman and Dickinson Studies, respectively. We will use our study of Whitman and Dickinson to gain an understanding of 19th century American poetry more generally, addressing such phenomena as manuscript poetry, abolitionist poetry, Civil War poetry, and the influential image of the poetess. The course will also emphasize methods and techniques for teaching poetry.

Learning Outcomes: Upon completion of this course students will be able to:

- Identify the main critical debates within Whitman & Dickinson Studies.
- Identify and explain the historical, literary, or socio/political context(s) of assigned texts.
- Explain and analyze how context shapes the composition, reception, and interpretation of texts.
- Critically analyze nineteenth-century poetry within historical, cultural, literary, or theoretical contexts.
- Develop and implement a pedagogical plan for teaching poetry.

Required Books:

Emily Dickinson, *Poems of Emily Dickinson*. Ed. Franklin. Harvard UP, 1999. ISBN-13: 9780674018242

Walt Whitman, *Leaves of Grass & Other Writings* (Norton Critical Edition). Ed. Moon. Norton, 2002. ISBN-13: 9780393974966

* You need this specific edition of Dickinson's poems; other editions may not have the same versions of the poems, or have them numbered and organized differently.

Additional reading materials will be provided through Blackboard or the Library.

COURSE POLICIES

Grade Policy/Requirements:

Poetry Explications (4 total) = 10%
 Teaching Presentation & Reflection Paper = 20%
 Short Analysis Essay = 20%
 Seminar Paper = 50%

Descriptions of major assignments and examinations with due dates:

Assignments include four poetry explications (2 pg); a teaching presentation & reflection paper (4 pg); one short analysis essay (4-5 pg); and one research essay/seminar paper (15-20 pg). Due dates are indicated on the Reading and Assignment Schedule below. All requirements and due dates are subject to change at the discretion of the instructor.

Attendance Policy: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, my policy is as follows: *Attendance is mandatory*. Excessive absences will result in an "F" for the course. Be sure to talk to Dr. Henderson if you must miss class.

Expectations for In-Class Participation: Participation is a very important part of every class, as well as a crucial element of the learning process. Graduate students are held to a high standard in this regard. You are expected to complete the assigned reading by the day of class and come prepared to discuss the issues and questions of the course.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional ten hours per weeks of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Late Policy: Poetry explications will not be accepted late, except for the following: Students who are completing a Teaching Presentation on the day an explication is due have the option to turn in their explications the following week. The short essay will be accepted late with a deduction of points. The seminar paper will only be accepted late with evidence of a family or medical emergency.

Electronics Policy: Students are expected to behave responsibly and respectfully during class, which means that everyone turns cell phones off before class and refrains from texting or other disruptive behavior during class. E-book readers and tablets are allowed in class only for the purpose of displaying the assigned readings. Laptops and cellphones are not allowed during class, unless specifically announced. Violation of this policy can affect your course grade and may result in an Academic Dishonesty investigation.

Library & Research Assistance: University-level research requires university-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and credible news magazines and newspapers. The UTA Library <http://library.uta.edu/> offers a plethora of resources and subject specialists to help you select and locate appropriate sources. Find library staff at the Service Zone on the first floor of the UTA Central Library, by phone at (817) 272-3395, by text at (817) 727-8395, email at AskUs@uta.edu, or the chat widget on the library's homepage, <http://library.uta.edu/>. For a list of useful guides to help you start your research, visit: <http://libguides.uta.edu/>.

Your librarian is Diane Shepelwich, dianec@uta.edu. Diane is available through email, individual or group meetings, or phone appointments. If you need help getting started with your research or course assignment or have questions along the way, please contact Diane for personalized research assistance.

The English Writing Center (Central Library room 411): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services

UNIVERSITY POLICIES

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have

their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of

Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located outside and down the stairs. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

Online Resources for the Study of Emily Dickinson

Emily Dickinson's Correspondences:

<http://www.rotunda.upress.virginia.edu/edc/>

User ID: edc Password: d1Ck!n\$0N [that is a zero after the "\$"]

Emily Dickinson Electronic Archive & Lexicon: <http://www.edickinson.org/>

The Emily Dickinson Journal (available through Project Muse)

Online Resources for the Study of Walt Whitman

Walt Whitman Archive: <http://whitmanarchive.org/>

Leaves of Grass Audiotext: <http://www.laits.utexas.edu/leavesofgrass/>

The Walt Whitman Quarterly Review: <http://ir.uiowa.edu/wwqr/>

Books at the UTA Central Library

Dickinson, *The Manuscript Books*. Ed. Franklin. 2 vols. PS1541 .A1 1981

Dickinson, *The Poems of Emily Dickinson, Variorum Edition*. Ed Franklin. 3 vols. PS1541 .A1 1998

Whitman, *Leaves of Grass: A Textual Variorum of the Printed Poems*. Ed Scully. 3 vols. PS 3201 1980

Resources for the Teaching of Poetry

Fuss and Gleason, eds. *The Pocket Instructor: Literature: 101 Exercises for the College Classroom*. Princeton, 2016. (full text ebook available through UTA library)

Allan Gidalof, *Teaching Poetry: A Handbook of Exercises for Large and Small Classes* Norton, 2005.

Teaching nineteenth-century American poetry. Eds. Paula Bernat Bennett, Karen L. Kilcup, and Philipp Schweighauser. MLA, 2007.

Transformations: The Journal of Inclusive Scholarship and Pedagogy (available through the Library)

Teaching American Literature: A Journal of Theory and Practice (online journal) cpcc.edu/taltp

Pedagogy & American Literary Studies (PALS) <https://teachingpals.wordpress.com/>

ENGL 5326 Reading & Assignment Schedule

- All assignments and scheduled readings are subject to change at instructor's discretion.
- Students are expected to bring copies of assigned materials to class on the day they will be discussed, in either hard copy or digital format. Laptops and tablets will be allowed in class.
- All Dickinson poem numbers correspond to the *Poems of Emily Dickinson*, ed. Franklin. Please note these numbers may not be accurate for other editions.

BB = Blackboard

LIB = Available through UTA Library databases; full bibliographic information is provided and students must access the articles on their own.

Online = Available online as open access resource.

8/25	Introduction to Nineteenth-Century Poetry
	Kete, "The Reception of Nineteenth-Century American Poetry" (BB) Jackson, "The Lyric" (BB)
9/1	Introduction to Dickinson
	Dickinson poems 339, 445, 446, 458, 466, 533, 620, 788, 930, 1263 Jackson, "The Poet as Poetess" (BB) Socarides, "Dickinson's Sheets" (BB) Kristen Krider, "'Scrap,' 'Flap,' 'Strip,' 'Stain,' 'Cut': The Material Poetics of Emily Dickinson's Later Manuscript Pages." <i>Emily Dickinson Journal</i> 19.2 (2010): 67-103. (LIB)
9/8	Dickinson's Fascicles and Letter Poems
	Explication 1 due Dickinson poems 283, 473, 519, 700, 701, 702, 703, 704, 705, 706, 710, 711, 712, 713, 714, 1489 Dickinson Fascicle #33 (BB) Selections from <i>Emily Dickinson's Correspondences</i> (online; additional details provided in class) Read at least one (Esdaile and/or Wider): Logan Esdaile, "Dickinson's Epistolary Naturalness." <i>Emily Dickinson Journal</i> 14.1 (2005): 1-23. (LIB) Sarah Wider, "Corresponding Worlds: The Art of Emily

	Dickinson's Letters." <i>Emily Dickinson Journal</i> 1.1 (1992): 19-38. (LIB)
9/15	<p>Introduction to Whitman</p> <p>Whitman, "Song of Myself" 1891-2 edition (26-78) Moon, "Introduction" to Norton Critical Ed. (focus on xxvii-xxxvi, xlvi-l) Letters between Whitman and Emerson (636-646) Skim early criticism (starts p. 793)</p> <p>Folsom, "Whitman Making Books" (online) http://whitmanarchive.org/criticism/current/anc.00150.html</p>
9/22	<p>Class cancelled</p> <p>Explication 2 due by Thursday 5pm</p>
9/29	<p>Whitman's Political/Periodical Poetry</p> <p>Whitman, "Salut au Monde!"; "Crossing Brooklyn Ferry"; "A Broadway Pageant" Selections from <i>Walt Whitman Archive: Periodicals</i> (online; additional details provided in class)</p> <p>Peter Coviello, "Intimate Nationality: Anonymity and Attachment in Whitman." <i>American Literature</i> 73.1 (March 2001): 85-119. (LIB) Susan Belasco, "From the Field: Walt Whitman's Periodical Poetry," <i>American Periodicals</i> 14.2 (2004): 247-59. (LIB) Simon Parker, "Unrhymed Modernity: New York City, the Popular Newspaper Page, and the Forms of Whitman's Poetry," <i>Walt Whitman Quarterly Review</i> 16.3 (1999): 161-71. (online)</p>
10/6	<p>Gender & Gendered Roles</p> <p>Short Analysis Essay due</p> <p>Dickinson poems 5, 194, 225, 267, 330, 675, 764, 857 Whitman, "Children of Adam" (all poems); "The Sleepers" Poems by Piatt in Poetry Reader (BB)</p> <p>Roberts, "Sarah Piatt's Grammar of Convention" (BB) Jeanne Boydston, "Gender as a Question of Historical Analysis." <i>Gender & History</i> 20.3 (Nov. 2008): 558-83. (LIB)</p>
10/13	<p>Sex & Sexuality</p> <p>Dickinson poems 121, 205, 269, 477, 611, 656</p>

	<p>Whitman, "Calamus" (all poems) Poems by Carey, Greenfield, Ray, and Wilcox in Poetry Reader (BB)</p> <p>Read at least one (Bennett and/or Juhasz): Bennett, "The Pea that Duty Locks" (BB) Suzanne Juhasz, "Amplitude of Queer Desire in Dickinson's Erotic Language." <i>Emily Dickinson Journal</i> 14.2 (2005): 24-33. (LIB)</p> <p>Read at least one (Erkkila and/or Yingling): Erkkila, "Whitman and the Homosexual Republic" (BB) Yingling, "Homosexuality and Utopian Discourse in American Poetry" (BB)</p>
10/20	<p>Race & Slavery</p> <p>Explication 3 due</p> <p>Dickinson poems 112, 276, 451, 518, 524, 545, 582, 704, 836, 1093 Whitman, Review sections 6, 10, 13 & 33 of "Song of Myself"; "Ethiopia Saluting the Colors"; "Chanting the Square Deific" Poems by Horton, Walker, and Whittier in Poetry Reader (BB)</p> <p>Bennett, "Bodily Democracy" (BB) Folsom, "Lucifer and Ethiopia" (BB) <i>Note this is divided into two files.</i> Vivian Pollack, "Dickinson and the Poetics of Whiteness." <i>The Emily Dickinson Journal</i> 9.2 (2000): 84-95. (LIB)</p>
10/27	<p>The Civil War</p> <p>Dickinson poems 112, 384, 465, 518, 524, 527, 545, 582, 704, 836, 1093 Whitman, "Drum Taps" (all poems) Poems by Melville and Civil War poems in Poetry Reader (BB)</p> <p>Barrett, "Addresses to a Divided Nation" (BB) Marrs, "Transbellum American Literature" (BB) Eliza Richards, "Correspondent Lines: Poetry, Journalism, and the U.S. Civil War" <i>ESQ</i> 54.1-4 (2008): 145-170. (LIB)</p>
11/3	<p>Aftermaths & Elegies</p> <p>Explication 4 due</p> <p>Dickinson poems 312, 340, 355, 372, 448, 479, 547, 591, 1108, 1773 Whitman, "Memories of Lincoln" (all poems); "Of Him I Love Day and Night"; "So Long!" Poems by Sigourney in Poetry Reader (BB)</p>

	Fuss, Chapters 1 & 3 from <i>Dying Modern</i> (BB) Find and read one additional scholarly article on Dickinson/Whitman and the elegy/death.
11/10	Animals & Environments Whitman, "Sea Drift" (all poems); "This Compost"; "Song of the Redwood-Tree"; "A Noiseless Patient Spider" Tavera, "Always Already Sexual: New Materialism in Whitman's <i>Leaves of Grass</i> ." (BB) Paul Outka, "(De)composing Whitman." <i>ISLE</i> 12 (Winter 2005): 41-60. (LIB) M. Jimmie Killingsworth, "'As if the beasts spoke': The Animal/ Animist/ Animated Walt Whitman." <i>Walt Whitman Quarterly Review</i> 28 (Summer/ Fall 2010): 19-35. (online)
11/17	Animals & Environments Seminar Paper abstract due Dickinson poems 207, 320, 359, 379, 513, 721, 909, 1096, 1373 H. Jordan Landry, "Animal/Insectual/Lesbian Sex: Dickinson's Queer Version of the Birds and the Bees." <i>Emily Dickinson Journal</i> 9.2 (2000): 42-54. (LIB) Scott Knickerbocker, "Emily Dickinson's Ethical Artifice." <i>ISLE</i> 15.2 (2008): 185-197. (LIB)
11/24	Class cancelled – Thanksgiving Holiday
12/1	Reading TBA
12/9	Seminar Paper due

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. The non-emergency number is 817-272-3381.