

Oxford College of Emory University

Forms of Literary Inquiry: The Art of the Short Story
English 389RO- 1A
MWF 1:15-2:20; Seney 209
Fall 2012

Dr. Jeff Galle
Office: Seney 401
Hours: 2:30-3:30 daily; by appt;
jgalle@emory.edu (4-4571)

Required Texts*

Chekhov, Anton. *Selected Stories of Anton Chekhov*. Trans. Richard Pevear. Modern Library, 2000.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd Edition. Manchester UP, 2009.

Brazier, Chris, ed. *One World: A Global Anthology of Short Stories*. New Internationalist, 2009.

Gioia, Dana and R.S. Gwynn. *The Art of the Short Story*. Pearson, 2006.

*Multiple online articles on the literary schools and interpretive strategies from such websites as <http://42explore.com/litcrit.htm> & <http://vos.ucsb.edu/browse.asp?id=2718>

Course Description

1: Reading as Reading:

We ask ourselves and each other: "What does this story mean?" This course enables us to identify and refine the many ways that we as readers 'make meaning' of the special stories we call literature. When we read, we interpret the words on the page, often circling back, recursively, to a passage that needs a second (or third) look. Part of making us aware of how we make meaning is to become more aware of how we read literature. In reading, we ask questions and often unconsciously answer them according to a set of strategies, principles, or assumptions with which we read.

2: Developing Central Questions:

Integral to this cycle of reading/interpreting/sharing is the way that questions play an important role at every step of the way. When we read, we question. Our interpretations are often a result of key questions we have had in reading. And, questions play a large role in making an interpretation consistent.

3: Creating a 'Reading':

After we read, we can tell a friend what the story 'is about.' One good step beyond explaining what a story is about involves addressing the central question(s) of a story in such a way as to create a particular reading. This course strengthens the critical abilities necessary to respond to questions in a way that creates this reading. In systematic but creative way, we can raise powerful questions whose answers get at the heart of the story. The best literary scholars have developed particular expertise in doing this, and we will also learn from them. But we will not begin with the answers of scholars to their questions. Rather, we will begin with stories, with a cluster of central concepts, and raise a number of questions which we will share with each other with the intention of making these questions and resulting answers more profound, rigorous, and rich as we go along.

Course Objectives/Outcomes

1. Students will apply key literary concepts—plot, characterization, point of view, setting, theme, and style—in developing interpretations of short stories.
2. Building on this basis, students will gain knowledge of literary critical schools, terminology, and interpretive strategies.
3. Students will increase their skill and sophistication of reading by inquiring into and addressing significant issues in successive short stories.
4. Students will further develop their writing on and about literature.

Assignments and Percentage of Final Grade

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|--|-----------------|
| 1. Two literary essays. | (15% x 2 = 30%) |
| 2. A formal paper. | (20%) |
| 3. Brief 1-pg response papers, short assignments | (20%) |
| 4. Class facilitation. | (10%) |
| 5. Oral presentation (in pairs). | (10%) |
| 6. A final exam (Discussion questions) | (10%) |

The 2 essays: These assignments involve the application of a critical interpretive approach to one (or more) of the readings of the course. (4-6 pp) (30%)

The formal paper: This assignment is similar to the essays except several outside sources can be incorporated into the paper. (10-12 pp) See due date in syllabus. (20%)

1-pg responses, short assignments, etc: These assignments are the daily/weekly work of the course which emphasize exploration, inquiry, discovery, and application. (20%)

Class facilitation, participation, and other small group work:

One person will shoulder responsibility for beginning and leading class discussion each day. Each due date will be determined by the class discussion. (10%)

Oral Presentation: The oral presentation should be done in pairs according to some contrasting way of seeing the same story. Based upon your research project. (10%)

Final: An in-class written final exam. (10%)

Other Responsibilities and Related Matters

1. Attendance. Be present and on time. I take roll the first thing as class begins, and always mark as absent those who are not in the room. You may miss three class meetings, but I will deduct points (5 pts per absence) from your class participation grade after the third absence. Students who are late must assume responsibility to be certain the attendance record is changed to reflect their attendance.

2. Honor Code. We will discuss this important issue in class, and we will cover plagiarism at that time. But please be aware that your writing is to be your own, and any other person's writing must be acknowledged through citations in the proper form. Please consult the Oxford College Handbook if you have any questions regarding the Code or the Honors Council. Essays and other written work will be submitted to SafeAssign.
3. Late essays and other work. Work should be turned in on time so that I will be able to give you feedback on that assignment when the class is discussing the assignment. The longer period of time after we discuss an item that goes by, the less relevance and usefulness that assignment will have. For every day that an essay (or other work) is late, I will deduct 5 points (the +, -) from that paper.
4. If I have to go to a conference to make a presentation, there will be online blended learning assignments in Blackboard. We will stay in touch through Blackboard/email.
5. This class has the opportunity of participating in an Oxford College project on academic excellence. More on this project will follow later.

Weekly Outline of Readings/Assignments

Readings and due dates*

*Short assignments, quizzes, and facilitation of discussion are not placed on the calendar because those due dates will be made in class.

August 29: Syllabus; Doing a close reading of a single sentence short story as introduction

31: Gioia, "Rocking Horse Winner"; Barry, Introduction; Gioia, terms, 849-62.

Sept 5: Gioia, "The Tell Tale Heart" ; Barry, Ch. 1, Before Theory; **Response paper 1**

7: Gioia, "Rose for Emily" ; SQ3R with Barry book

Sept 10: Gioia, "Everyday Use" ; Barry, Ch 2; **Response paper 2**

12: Gioia, "Yellow Wallpaper"

14: Gioia, "Barn Burning"

Sept 17: Gioia, TBA facilitation; Barry, Ch 3; **Response paper 3**

19: Gioia, TBA facilitation **ESSAY 1 Due**

21: AGLS Conference Panel in Portland; Class assignment in blackboard

Sept 24 Gioia, TBA facilitation; Barry, Ch 4; **Response paper 4**

26 Gioia, TBA facilitation

28 Gioia, TBA facilitation

Oct 1: Chekhov, "The Lady with the Little Dog" ; Barry, Ch 5; **Response paper 5**

3 Chekhov, TBA facilitation

5 Chekhov, TBA facilitation

Oct 8 Chekhov, TBA facilitation; Barry, Ch 6; **Response paper 6**

10 Chekhov, TBA facilitation

12 Chekhov, TBA facilitation **ESSAY 2 Due**

Oct 15 – 16 Midsemester Break

17 *One World* anthology; Chiew, Wood

19 *One World* anthology; Ramos, Rose-Innes; Barry, Ch 7; **Response paper 7**

Oct 22 *One World* anthology; Kubuitsile, Adichie; Barry, Ch 8; **Response paper 8**

24 *One World* anthology; Nadiya, Mangla

26 *One World* anthology; Unigwe, Kwa

Oct 29 *One World* anthology; Gebbie, Nagamatsu; Barry, Ch 10; **Response paper 9**

31 *One World* anthology; Dibia, Tzikas

Nov 2 *One World* anthology; Gappah, Kamoche; **Research paper outline due**

Nov 5 *One World* anthology; Dhavan, Gbenga; Barry, Ch 12 **Response paper 10**

7 *One World* anthology; Brannon, Mhute

9 *One World* anthology; Rehorek, Adagha, Lahiri

Nov 12 Return to Gioia: TBA story; Barry, Ch 13 **Response paper 11**

14 Return to Gioia: TBA story

16 Return to Gioia; TBA story

Nov 19 **RESEARCH PAPERS DUE BY END OF DAY**

21 – 23 Thanksgiving Recess

Nov 26 Oral Presentations (groups of 2; 2 per class; class evaluated)

28 Oral Presentations (groups of 2; 2 per class; class evaluated)

30 Oral Presentations (groups of 2; 2 per class; class evaluated)

Dec 3 Oral Presentations (groups of 2; 2 per class; class evaluated)

5 Oral Presentations (groups of 2; 2 per class; class evaluated)

7: Makeup Day; perhaps debate

Dec 10 (last day for MWF classes): Reflection, denouement details; return Research papers

December 14: Final Exam, 2-5:00