

SYLLABUS

Course title and number ENG 451/551, Section 11
Term (e.g., Fall 200X) Summer I 2018
Meeting times and location Online

INSTRUCTOR INFORMATION

Name Dr. Gabriel Scala
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Office hours Online, by appointment
Office location Kethley Hall 258

TEXTBOOK AND/OR RESOURCE MATERIAL

Chapman, Mary. *Making Noise, Making News: Suffrage Print Culture and U.S. Modernism*. Oxford University Press, 2014.
Haveman, Heather A. *Magazines and the Making of America: Modernization, Community, and Print Culture, 1741-1860*. Princeton University Press, 2015.
Rutherford, Paul. *Endless Propaganda: The Advertising of Public Goods*. University of Toronto Press, 2000.
Warren, Kenneth W. *What Was African American Literature?* Harvard University Press, 2011.

COURSE DESCRIPTION AND PREREQUISITES

ENG 451/551, ENGLISH SEMINAR IN PRINT CULTURE. This course explores the cultural, political and commercial functions of publishing. We explore how print culture asks us to explore certain ethical roles as art critics, citizens and consumers. We start by examining Jürgen Habermas' theory of the public sphere; move into a discussion of early print culture in the making of American culture through the women's movement and the Civil Rights movement; finally, we consider the ways changes in marketing, new formats like the Internet and increases in profitability have obscured the political purposes that may have been served in publishing. Writing Intensive.

STUDENT LEARNING OUTCOMES

- Students will explain and differentiate the historical contexts for print culture from the Revolutionary War to modern times, as measured by class discussion, essays, and informal writing.
- Students will identify and interpret the use of Habermas' model for the public sphere, as measured by class discussion, essays and informal writing.
- Students will demonstrate an understanding of the contributions of major and minor publications, as measured by class discussion, essays and informal writing.

- Students will write essays that show their ability to construct sound, analytical arguments about texts.

SPECIFIC COURSE OBJECTIVES

At the completion of the course students will be able to:

1. Discuss the historical contexts and aesthetic concerns of American print culture, specifically the magazine genre, from 1776 to present;
2. Identify and interpret major and minor texts to include magazines, literary journals, newspaper, and advertisements;
3. Understand the contributions to contemporary thought of print culture from the Revolutionary War to today;
4. Communicate that understanding through critical writings.

GRADING POLICIES

Major Activities:

1. Weekly reading and discussions 40%
2. Annotated Bibliography 20%
3. Critical Essay 40%

Methods of Instruction and Course Schedule: All instruction will take place online via discussion boards and written feedback on submitted work. Readings will be assigned each week and connected to a discussion board that will be due no later than midnight on Thursday of each week. Major assignments (including annotated bibliography entries, early work on the class essay, and the final essay) will be due no later than midnight on Sunday of each week. For our purposes, the first day of the learning week will be Monday.

Incomplete Grading: The letter I indicates that work is incomplete due to providential causes that kept the student from taking the final examination. A grade of I must be removed within twelve months or the I will automatically become an F. A grade of NS will be assigned to courses for which a student registers but fails to attend any class meetings. For more information:

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/grades-and-credits/>.

Withdrawing from the Course: The last day to withdraw from class and receive a grade of “W” is **June 27**. Students who need to drop or add a course after the open drop/add period should contact their academic dean's office for information on how to submit their request. In most cases students who need to drop a class will need to complete a Drop Request form

(http://www.deltastate.edu/PDFFiles/univ_relations_PDF/Registrar/drop%20form.pdf), which is then processed in the academic dean's office or in the student's major department. Other types of drop requests and all requests to add a course must be submitted to the Office of the Registrar for processing. Go here for more information: <http://www.deltastate.edu/academic-affairs/registrar-office/>.

Letter Grade/Point Scale for ENG 451/551: Your final grade in English 451/551 will be based on the following grade scale. Each assignment will be weighted based on the following percentages:

Grade Scale:

A 90-100% | B 80-89% | C 70-79% | D 60-69% | F 59% and Below

Late Work:

Because a summer course moves so quickly, all work in this course must be turned in on time. **I will not accept late work unless you have made a personal arrangement with me in advance. Work turned in to my mailbox will not be accepted; work submitted online after the due date will receive an automatic zero.** If you are unable to turn in an assignment for emergency reasons, please inform me personally as soon as possible. The decision of whether I accept late work, regardless of excuse, is solely mine.

Attendance Policy: see policies in general: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/> and as announced by instructor.

Regular and punctual attendance at all scheduled online classes and activities is expected of all students and is regarded as integral to course credit. Attendance shall be taken at each online class meeting. A student will be considered to be in attendance in an online class when the individual 1) participates in online discussion about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance.

The last date of attendance will be the date the student last logged into the course and met one of the four criteria above.

Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and make-up work are established for each class, and are announced in writing at the beginning of the term. Each student is directly responsible to the individual professor for absences and for making up work missed. A student with active participation less than 75% will be dropped and receive a grade of F in the class.

Technology Issues:

If you experience trouble with Canvas, please call 662-846-4760 or email helpdesk@deltastate.edu

Academic Honesty:

Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document. **The penalty for plagiarism in this course is automatic failure in the course.** For more information: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>.

Civility Online/Netiquette:

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material

- Take your posts seriously and review and edit your posts before sending
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

Americans with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Richard Houston in Disability Services, which is located in the Counseling Center, O.W. Reilly Health Center or call 662-846-4690. For additional information visit <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>.

Library and Writing Center Resources at DSU:

The Roberts LaForge Library has a wealth of resources available to students. Please take some time to familiarize yourself with the resources available at the following links:

- <http://www.deltastate.edu/library/>
- <http://www.deltastate.edu/library/home-page/databaselinks/>
- <http://libguides.deltastate.edu/c.php?g=156891>

The Writing Center is located on the second floor of Kethley Hall (Room 201) and offers help to a wide range of writers, from freshman to graduate students to members of faculty and community. Their services include individual assistance at all stages of the writing process, including brainstorming, discovering a thesis, organizing and developing an argument, sentence structure, documentation style, and resumes and letters of application. Visit the Writing Center's website for more information: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>. To schedule an appointment with a writing consultant, please call 846-4088. In addition, there is an English assistant available in the Academic Support Lab on the third floor of the H.L. Nowell Union, room 311 for tutoring. To schedule a tutoring appointment, please call 846-4654.

COURSE TOPICS, CALENDAR OF ACTIVITIES, MAJOR ASSIGNMENT DATES

Daily Syllabus:

Keep in mind that this is a tentative schedule, subject to change at my discretion should the need arise. This provides an outline for the direction of the course—for the most current changes and information, please check the announcements on the ecampus course platform via Canvas.

IMPORTANT DATES

- May 29 First day of class
- May 31 Last day a course may be changed to an audit
- June 4 Grades of W or F in effect
- June 27 Last day to withdraw from a course
- June 28 Final Exams

May 29 / WEEK 1 / Magazines & the Making of America: A Look at Religion

Read: Chapter 1: Introduction / Chapter 2: The History of American Magazines, 1741-1860 / Chapter 5: Religion / Chapter 6: Social Reform

Explore: From the earliest editions, print magazines provided art and entertainment, created community, shaped cultural identity and, as Haveman argues, connected geographically dispersed individuals into cohesive communities whose members shared knowledge, goals, values, and principles. In this week's discussion, explore the relationship between magazines and the shaping of American cultural identity. Be sure to include evidence from this week's reading as well as from your research. Include any relevant links, graphics, video, etc.

Research: Choose one of the following publications and look through the digital archives to become familiar with the publication and to find evidence to support your argument in this week's discussion.

The Spectator (1711-1714)

Digital Edition: <https://archive.org/details/spectatorselecte00ny>

Philadelphia Monthly Magazine (1791-1828)

Digital Edition: <https://catalog.hathitrust.org/Record/008696285>

United States Magazine (1837-1859)

Digital Edition: <http://ebooks.library.cornell.edu/u/usde/usde.html>

The National Era (1847-1860)

Digital Edition: <http://www.accessible-archives.com/collections/african-american-newspapers/the-national-era/>

American Agriculturist (1842-1931)

Digital Edition: <https://catalog.hathitrust.org/Record/000527367>

Write: Take a look at the assignments due in Week 5: Annotated Bibliography and Critical Essay. Create your first two entries for your annotated bibliography by citing and annotating the publication you researched this week and Haveman's monograph. Be sure to include a correctly formatted MLA citation and a two-paragraph annotation that: 1. Summarizes the content of the publication, and 2. Explores how you plan to use that source in your final critical essay.

June 4 / WEEK 2 / Making Noise, Making News: A Look at the Women's Movement

Read: Introduction / Chapter 1: "Seditious Organs" / Chapter 2: "Voiceless Speech" / Also read the following articles:

- Abbot, Lyman. "Why Women Do Not Wish the Suffrage." *The Atlantic Monthly*, September 1903.
<http://www.theatlantic.com/magazine/archive/1903/09/why-women-do-not-wish-the-suffrage/306616/>
- Clark, Charles Worcester. "Woman Suffrage, Pro and Con." *The Atlantic Monthly*, March 1890, pp. 310-319. <http://www.unz.org/Pub/AtlanticMonthly-1890mar-00310>
- Doane, William Crosswell. "Why Women Do Not Want the Ballot." *The North American Review*, 161:466, September 1895, pp. 257-267.
https://www.jstor.org/stable/25103575?seq=1#page_scan_tab_contents
- Jolliffe, Lee. "[Women's Magazines in the Nineteenth Century](#)." *Journal of Popular Culture*, March 1, 1994, pp. 125-140.

Explore: Modern publishing has provided a powerful platform for members of marginalized communities to argue for equal rights and fair treatment. This week we look at the first of two clear examples of this: the suffragist writing that resulted in the 19th Amendment. In this week's discussion, explore the political function of publishing in the Women's Right's Movement in America. Be sure to include evidence from this week's reading as well as from your research. Include any relevant links, graphics, video, etc.

Research: Choose one of the following publications and look through the digital archives to become familiar with the publication and to find evidence to support your argument in this week's discussion. Also read the article that goes with the publication you've selected.

OPTION 1: Pogrebin, Abigail. "How Do You Spell Ms." *New York Magazine*, Oct. 30, 2011.
<http://nymag.com/news/features/ms-magazine-2011-11/>

Ms.: More Than a Magazine, a Movement <http://www.msmagazine.com/magazine.html>

OPTION 2: Meagher, Michelle. "[Difficult, Messy, Nasty, and Sensational: Feminist Collaboration on Heresies \(1977-1993\)](#)." *Feminist Media Studies*, 14:4, 2014.

Heresies Digital Archive <http://heresiesfilmproject.org/archive/>

Write: Create your third and fourth entries for your annotated bibliography by citing and annotating one of the two publications you researched this week and Chapman's monograph. Be sure to include a correctly formatted MLA citation and a two-paragraph annotation that: 1. Summarizes the content of the publication, and 2. Explores how you plan to use that source in your final critical essay.

June 11 / WEEK 3 / What Was African American Literature?: A Look at the Civil Rights Movement

Read: Introduction / Chapter 1: Historicizing African American Literature / Chapter 2: Particularity and the Problem of Interpretation / Chapter 3: The Future of the Past

Explore: This week, we continue our discussion of how modern publishing has provided a powerful platform for members of marginalized communities to argue for equal rights and fair treatment. The second of the two clear examples of this can be seen in African American literature's early fight to end Jim Crow segregation. In this week's discussion, explore the political function of publishing in the Civil

Rights Movement in America. Be sure to include evidence from this week's reading as well as from your research. Include any relevant links, graphics, video, etc.

Research: Watch the film *The Black Press* and [listen to the podcast](#) with author Kenneth Warren. Then, take some time to explore the digital archives of *Phylon* (**Phylon Digital Edition (1940-1956)**): <https://www.jstor.org/journal/phylonquarterly>) to become familiar with the publication and to find evidence to support your argument in this week's discussion.

Write: Create the fifth and sixth entries for your annotated bibliography by citing and annotating *Phylon* and Warren's monograph. Be sure to include a correctly formatted MLA citation and a two-paragraph annotation that 1. Summarizes the content of the publication, and 2. Explores how you plan to use that source in your final critical essay. Also: draft a thesis statement and complete outline for your critical essay.

June 18 / WEEK 4: / Endless Propaganda: A Look at Advertising & Politics

Read: Introduction: Advertising as Propaganda / Part I: Beginnings / Part V: Hyperrealities / all theoretical introductions: Habermas's Lament; Foucault: Discipline; Ricoeur: Utopia/Dystopia; and Baudrillard and Company: Spectacle, Image, Simulacrum

Explore: Habermas argues that in order to have a truly democratic government there must be a public sphere in which citizens are informed and engaged in debate; however, Rutherford illustrates a public sphere turned marketplace dominated by propaganda and consumerism. In this week's discussion, explore how changes in marketing and the rise of new formats have eroded the public sphere and obscured the political purposes that may have been served by publishing. Be sure to include evidence from this week's reading as well as from your research. Include any relevant links, graphics, video, etc.

Research: Read the three essays listed below and consider their arguments in your response to this week's discussion.

Habermas, Jürgen. "From a Culture Debating Public to a Culture Consuming Public," in [The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society](#). Trans. Thomas Burger and Frederick Lawrence. The MIT Press, 1991, pp. 159- 174.

Habermas, Jürgen. "From Journalism of Private Men of Letters to the Public Consumer Services of the Mass Media: The Public Sphere as a Platform for Advertising," in [The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society](#). Trans. Thomas Burger and Frederick Lawrence. The MIT Press, 1991, pp. 181-195.

Keyes, Carl Robert. "[Advertising in American Periodicals Before Madison Avenue](#)," *American Periodicals: a Journal of History and Criticism*; 24:2, 2014

Write: Create the seventh through ninth entries for your annotated bibliography by citing and annotating the works by Habermas and Keyes as well as Rutherford's monograph. Be sure to include a correctly formatted MLA citation and a two-paragraph annotation that 1. Summarizes the content of the publication, and 2. Explores how you plan to use that source in your final critical essay. Also: write a 3-4 page reflection on what you are learning about your chosen publication or genre for the final essay. You may consider this an early draft of a portion of your argument or a way to begin clarifying your argument in preparation for writing the final essay.

June 25 / WEEK 5 / Annotated Bibliography & Critical Essay

Final Researched Essay: In your final researched essay, you will explore one function of modern publishing as viewed through the lens of a particular publication or genre. While your essay may include a discussion of any area of modern publishing and its cultural, political and/or commercial functions, it should narrowly focus in on one aspect (cultural, political, commercial) and one publication or genre (*Garden and Gun Magazine*, American local newspapers in the 20th century, etc.). Your essays should include a minimum of 10 sources and should represent a combination of primary and secondary sources. You are welcome to use our course readings as part of your source list; however, you are by no means required to do so. Please be sure to properly cite all sources and to include them in a properly formatted works cited page at the end of your essay. Essays should be between 3,000 and 4,000 words. The final essay is due no later than midnight on Friday, June 29.