

WHY LITERATURE MATTERS SYLLABUS

NOTES:

- All the readings in the column headed “Secondary Reading(s)” will be available as PDFs.
- Summer scholars should bring with them to Santa Cruz copies of all the required editions of the literary texts, and they should read *Jane Eyre* and *Little Dorrit* before arriving.
- Whenever they would like to discuss the readings or their final projects, summer scholars are encouraged to make appointments with the seminar director during any of the afternoons of the week.

WEEK AND DAY	LITERARY TEXT(S)	SECONDARY READING(S)	DISCUSSION TOPICS; ACTIVITIES
WEEK 1			
Sunday, June 24			Dinner: introductions
Monday, June 25	Melville, <i>Moby-Dick</i> (1851), ch. 1; Arnold, “Dover Beach”	Collection of quotations on the value of literary study* A model of literary relations: Abrams, <i>Mirror and Lamp</i> , pp. 6-29*	Teacher as critic and theorist; students as multiple identities Orientations of value (instrumental, intrinsic) Kinds of value (of what nature? for whom? to what end?) Reading for voice
*Hard copies of all readings for this session will be mailed to participants one month before the start of the seminar.			
Tuesday, June 26	Poe, “The Fall of the House of Usher” (1839); “The Murders in the Rue Morgue” (1841); “The Pit and the Pendulum” (1843); “The Tell-Tale Heart” (1843); “The Purloined Letter” (1845)	Hernstein Smith, “What Was ‘Close Reading’?” pp. 57-75 Best and Marcus, “Surface Reading,” pp. 3-6, 9-13 Bruns, “Immersion and Reflection,” pp. 51-59 Warner, “Uncritical Reading,” pp. 13-20	Modes of reading: close, distanced; surface, immersive; attentive, distracted Evening: Downtown Tuesday in Santa Cruz center (literary event at local bookstore)

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Wednesday, June 27			Afternoon: Campus tour, including Bay Tree Bookstore and McHenry Library (introduction to library research at UCSC; Special Collections, first editions of Douglass's <i>Narrative</i> and Dickens's <i>Little Dorrit</i>)
Thursday, June 28	Brontë, <i>Jane Eyre</i> (1847), review selected passages in ch. 1-20	Bruns, <i>Why Literature</i> , ch. 1, pp. 11-36 Blackford, <i>Out of This World</i> , Introduction, pp. 1-15	Fiction and individual development
Friday, June 29	Brontë, <i>Jane Eyre</i> (cont.), review selected passages in ch. 21-38	Keen, <i>Empathy and the Novel</i> , Preface, pp. vii-xxv	Fiction and empathy Afternoon: Workshop on final projects (<i>Jane Eyre</i> on <i>EDSITEment</i>)
WEEK 2			
Monday, July 2	Douglass, <i>Narrative of the Life</i> (1845)	Olney, "I Was Born," pp. 46-73	Genre as context; reading as liberation
Tuesday, July 3	Mill, <i>Autobiography</i> (posthumous 1873), ch. 1-5	DiBattista and Wittman, Introduction, pp. 1-20	Genre as context; reading as punishment and salvation
Wednesday, July 4	Douglass, "What to a Slave is the Fourth of July?" pp. 141-145	Preparing proposals for final projects (identify texts and approaches)	CELEBRATE THE HOLIDAY

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Thursday, July 5	Selected passages from Douglass, <i>Narrative</i> ; Mill, <i>Autobiography</i>	<i>Common Core State Standards</i> , Appendix A, pp. 11-12 Attridge, "Literary Experience and the Value of Criticism," pp. 251-262 Strier, "How Formalism Became a Dirty Word," pp. 207-215	Fact and fiction in autobiography (Brontë as well as Douglass and Mill) Form and history Literature or document?
Friday, July 6			Taking stock: what kinds of literary value have we not discussed? Five-minute presentations of proposals for final projects Arranging working groups for final projects
WEEK 3			
Monday, July 9	Tennyson, <i>In Memoriam A. H. H.</i> (1850)	"Criticism" in Norton Critical Edition: essays by Hallam, Lord Tennyson (pp. 105-110), Shannon (pp. 110-121), Eliot (pp. 135-139), Ricks (pp. 172-188), Nunokawa (pp. 208-218)	The "'I' Who Speaks"
Tuesday, July 10	Whitman, <i>Song of Myself</i> (1855)	Reynolds, <i>Walt Whitman's America</i> , pp. 306-338 and fig. 1-4, 37-38a	
Wednesday, July 11			Afternoon: Meetings of working groups with seminar director about final projects

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Thursday, July 12	Dickinson, selected poems from <i>Final Harvest</i>	<i>Emily Dickinson in Context</i> : McIntosh, pp. 151-159; Crumbly, pp. 179-187; Hewitt, pp. 188-197; Barrett, pp. 206-215	Reading as private and public; reading as meditation and social response
Friday, July 13 *available as PDF	Dickinson, three of the poems in manuscript and in versions edited by Higginson, Johnson, and Franklin* Whitman, <i>Song of Myself</i> (1892)	Dean, "On Materiality (and Virtuality)," pp. 292-301 Reynolds, <i>Walt Whitman's America</i> , pp. 348-359, 374-375, 380-387, 530-545 Browse <i>The Walt Whitman Archive</i> , http://whitmanarchive.org/published/LG/	Material forms of literature Scholarship and teaching Afternoon: Meeting with representative of the Dickens Project
WEEK 4 [Schedule to be coordinated with that of the Dickens Universe, including, tentatively, session during which NEH Summer Scholars present their answers to why literature matters to Dickens Universe participants]		TO BE HELD CONCURRENTLY WITH THE DICKENS UNIVERSE	
Sunday, July 15, 7:30 PM		Introduction to Dickens Universe; lecture by Dickens Project faculty member	
Monday, July 16 through Friday, July 20 Daily Schedule			
8:30-9:30 AM		Faculty-led contextual discussion groups	
9:45-11:00 AM		Lecture by Dickens Project faculty member	
11:15-12:30 PM		Meetings of NEH Summer Seminar	

1:30-2:45 PM	19th-Century Seminar Dickensian Seminar Film Screening (repeat of previous evening's film) High School Teachers' Workshop
3:00-3:45 PM	Victorian Tea
4:00-5:15 PM	Talk by visiting faculty member
7:30-9:00 PM	Lecture by Dickens Project faculty member
9:15-11:15 PM	Film Screening
Friday, July 20, afternoon	Final meeting of NEH Summer Seminar: What does it mean to create or join a community of readers?
Friday, July 20, 7:30 PM	Final event of the Dickens Universe: Victorian Dance
