



Shanghai Jiao Tong University

EN340 History of the Novel

Instructor:	Nathan Atkinson	Email:	nsatkinson@yahoo.com
Instructor's Home Institution:	UC Berkeley	Office:	TBD
Office Hours:	TBD		
Term:	May 27-June 27, 2019	Credits:	4 units
Classroom:	TBD	Teaching Assistant(s):	TBD
Class Hours:	Monday through Thursday, 120 mins per teaching day		
Discussion Sessions:	2 hours each week, conducted by teaching assistant(s)		
Total Contact Hours:	66 contact hours (1 contact hour = 45 mins, 3000 mins in total)		
Required Texts (with ISBN):	Thomas C. Foster, <i>How to Read Novels Like a Professor</i> , Harper (2008). Jane Austen, <i>Emma</i> , Penguin Classics (2003). F. Scott Fitzgerald, <i>The Great Gatsby</i> , Scribners (2003). Amy Tan, <i>The Joy Luck Club</i> , Penguin Classics (2016).		
Prerequisite:	N/A		



Course Overview

This course introduces students to the novel as a literary form and explores its development in historical context. Students will read selected novels, and selected essays on the history of the novel and its influence on global cultures.

Course Goals

- ✧ Students will learn about the historical and formal development of the novel.
- ✧ Students will read selected novels from key eras in its development.
- ✧ Students will practice strategies for reading and interpreting novels.
- ✧ Students will write about the novels they read.

Grading Policy

Your letter grade will be assigned according the following scale:

Number grade	Letter grade	GPA
90-100	A	4.0
85-89	A-	3.7
80-84	B+	3.3
75-79	B	3.0
70-74	B-	2.7
67-69	C+	2.3
65-66	C	2.0
62-64	C-	1.7
60-61	D	1.0
≤59	F (Failure)	0



Class Schedule (Subject to Change)

Day	Topics	Assignment Due
Day 1	Introduction to class	Read: Excerpt from <i>Don Quixote</i>
Day 2	The historical development of the novel	Read: <i>How To Read Novels</i> 21-35
Day 3	Discuss formal strategies for reading literature	Read: <i>Emma</i> , Chapter One
Day 4	In class exercise on “narrative voice.”	Read: <i>Emma</i> , Chapter Two
Day 5	Watch: <i>Clueless</i> (1994)	Read: “Contextual Analysis”
Day 6	Finish <i>Clueless</i> ; Introduce “Contextual Analysis”	Read: Excerpts from <i>Uncle Tom’s Cabin</i>
Day 7	In class exercise on “Contextual Analysis”	No homework
Day 8	Presentations on Margaret Mitchell (<i>Gone With the Wind</i>), Zora Neale Hurston (<i>Their Eyes Were Watching God</i>) and Toni Morrison (<i>Beloved</i>).	
Day 9	“The Great American Novel”	Read: <i>Great Gatsby</i> , Ch. 1 & 2



Day 10	In class exercise on “character and setting” in <i>Great Gatsby</i>	Read: <i>Joy Luck Club</i> Pages 16-31 (“Jing Mei Woo”)
Day 11	In class exercise on <i>The Adventures of Huckleberry Finn</i>	No homework
Day 12	Presentations: Hawthorne (<i>Scarlett Letter</i>), Salinger (<i>Catcher in the Rye</i>), Amy Tan (<i>The Joy Luck Club</i>)	Study for midterm
Day 13	Midterm	Read: Excerpt from <i>Frankenstein</i>
Day 14	Discussion and activity “Genre and the Novel”	Read: Excerpt from <i>War of the Worlds</i>
Day 15	<i>War of the Worlds</i> and mass communication technology	Read: Excerpt from <i>Dracula</i>
Day 16	Presentation on Margaret Atwood (<i>Handmaid’s Tale</i>)	No homework
Day 17	Finish presentations, tie up loose ends.	Read: <i>Joy Luck Club</i> 19-41
Day 18	Discuss <i>Joy Luck Club</i>	
Day 19	Peer review Final Paper.	
Day 20	Final Paper due at 17:00	Students will write a 5-7 page final paper in which they provide a historical analysis a novel from the course. In this essay the



		<p>student will:</p> <ol style="list-style-type: none">1) Locate, read and incorporate secondary sources on the place of their selected novel within the history of the novel;2) provide their own perspective on the novel's place within this history of the novel;3) draw on at least three concepts from the course when composing the essay. <p>A successful paper will demonstrate that the student read the selected novel, read relevant and reliable sources on the selected novel, adhere to the conventions of a college essay.</p>
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