<table>
<thead>
<tr>
<th>COURSE INFORMATION</th>
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<tbody>
<tr>
<td><strong>COURSE TITLE:</strong>  American Tradition Year II Seminar</td>
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<tr>
<td><strong>CODE &amp; SECTION</strong> BASC64211 19A1</td>
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<tr>
<td><strong>COURSE SCHEDULE</strong></td>
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<td>DAYS: Tuesday Days</td>
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<td>TIMES: 9:30 – 11:00 AM</td>
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<td>Course Location: Gleacher Center 450 N. Cityfront Plaza Concourse Level</td>
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**PREREQUISITES:** Having completed two years of the Basic Program Core Courses, Year I of the American Tradition.

**ATTENDANCE POLICY**
Students should register before the course begins.

**COURSE DESCRIPTION**
In the second year, we follow out the trajectory of some of those fracturings considered in the spring quarter – especially the conflicts about race, slavery and regionalism that erupted into one of America’s most destructive and defining moments – the Civil War. Writing decades after the war, Mark Twain reaches into the antebellum past to reflect on the meaning of freedom and the legacy of unfreedom that persists beyond Emancipation. Stephen Crane and Shelby Foote each seek the adequate literary form to reveal the reality and significance of the war: Crane’s literary naturalism reflects a breakdown of traditional sense and the emergence of a new but uncertain individualism, and Foote writes the Battle of Gettysburg as the tragic fall of Robert E. Lee, signaling the demise of a certain (fraught) ideal of nobility that would not be seen again. On the other side, Emily Dickinson’s “slant” version of Transcendentalism offers a striking counterpoint to all these more traditionally “masculine” concerns – though hardly from a traditionally “feminine” perspective – through her poems of extreme interiority, ellipticism and abstraction.

**REQUIRED TEXTS**

**RECOMMENDED**
**WEEKLY READING SCHEDULE:** For EVERY WEEK, PLEASE HAVE READ THRU passage assigned

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<tr>
<th>WEEK</th>
<th>Author</th>
<th>TEXT/READING ASSIGNMENT</th>
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| Week 1  
Date: 10/1 | Dickinson | “After great pain, a formal feeling comes,” “Safe in their Alabaster Chambers-” (1861 version), “Wild Nights – Wild Nights!,” “Tell all the Truth but tell it slant-,” “A Bird came down the Walk” |
| Week 2  
Date: 10/8 | Dickinson | “I like a Look of Agony,” “Much Madness is divinest Sense-,” “The Soul selects her own Society-,” “After great pain, a formal feeling comes - ,” “A narrow Fellow in the Grass” (possible additional works) |
| Week 3  
Date: 10/15 | Twain | *The Adventures of Huckleberry Finn – through Chapter 17* |
| Week 4  
Date: 10/22 | Twain | *The Adventures of Huckleberry Finn – through Chapter 29* |
| Week 5  
Date: 10/29 | Twain | *The Adventures of Huckleberry Finn – through Chapter the Last (plus Appendix)* |
| Week 6  
Date: 11/5 | Crane | *The Red Badge of Courage – through Chapter 11* |
| Week 7  
Date: 11/12 | Crane | *The Red Badge of Courage - through conclusion* |
| Week 8  
Date: 11/19 | Crane | *Stars in their Courses – through Section 2, p. 103*  
**REMININDER: NO CLASS OCTOBER 26 – THANKSGIVING** |
| Week 9  
Date: 12/3 | Foote | *Stars in their Courses – part way through Section 4, p. 202* |
| Week 10  
Date: 12/10 | Foote | *Stars in their Courses – through conclusion*  
Discussion and overview of texts and Fall Quarter seminar. |

This syllabus is a summary of course objectives and content, not a contract. All information in this syllabus is subject to change, with sufficient advance notice provided by the instructor.

**CLASSROOM ETIQUETTE**
As we may be addressing controversial topics in our class discussions, we expect students to be respectful and considerate of others.

**DISABILITY INFORMATION**
Student Disability Services (SDS) works to provide resources, support and accommodations for all students with disabilities and works to remove physical and attitudinal barriers, which may prevent their full participation in the University community. Students that would like to request accommodations should contact SDS in advance of the first class meeting at 773.702.6000 or disabilities@uchicago.edu.