Appendix 1: Whitman's Multitudes Syllabus

Important Note: Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. It is your responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements or through email.

(EGL 301.01) Whitman's Multitudes

(Online Asynchronous)

Class Attributes: ESI, SPK, WRTD (intensive writing)

"I celebrate myself, and sing myself,/And what I assume you shall assume, /For every atom belonging to me as good belongs to you" (Whitman 1-3) from *Song of Myself*
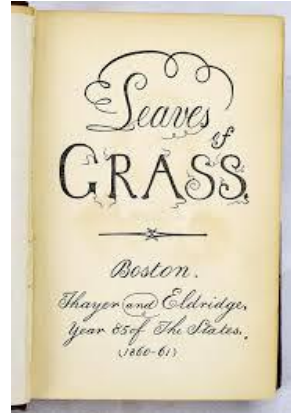
"The books that the world calls immoral are books that show the world its own shame" (Wilde 180). from *The Picture of Dorian Gray*

Instructor: Andrew Rimby

Fall 2020: August 24-December 17

Office Hours (via Zoom): MoWe 1-2:30pm (or by appointment)

Link to sign-up sheet: https://docs.google.com/document/d/1AFrvu-glL1jOj-o6vvixOziDJiVYsTwSPop2-ImIWGc/edit?usp=sharing

Email: andrew.rimby@stonybrook.edu(I will respond back to you within 24 hours unless it is on the weekend, then I will respond back by Monday.)
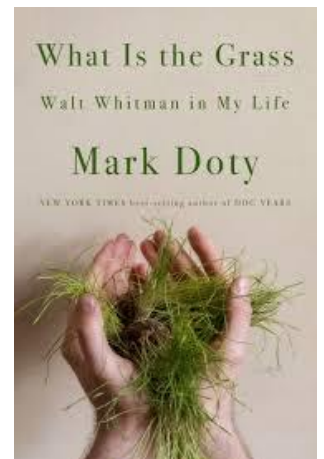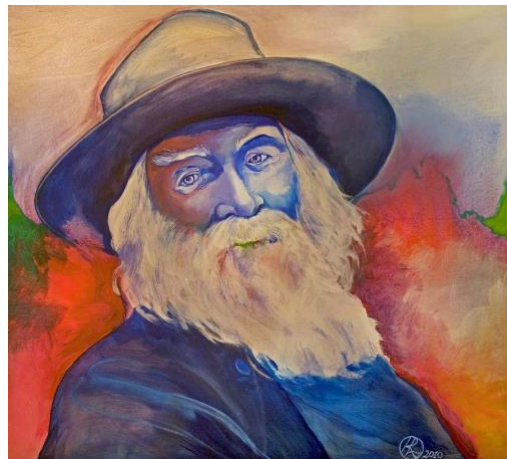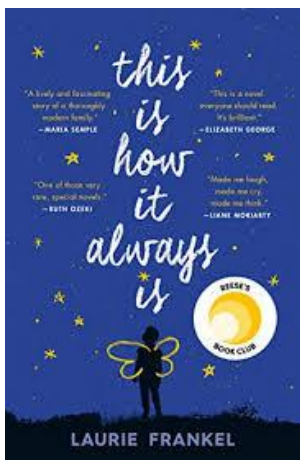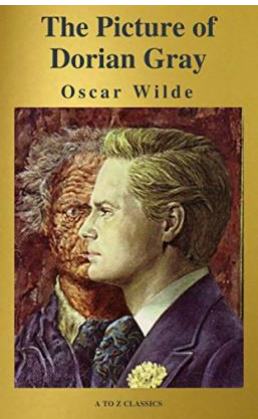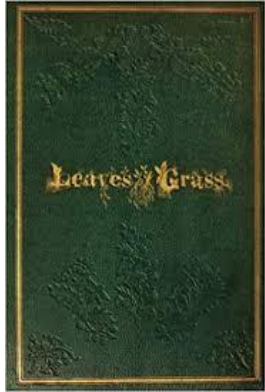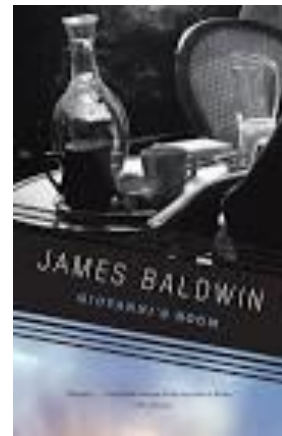
Syllabus adapted from "Appendix 1: Whitman's Multitudes Syllabus" by Andrew Rimby published in *Nineteenth-Century Gender Studies*, vol. 17, no. 1, 2021.

Part One: Course Information

Course Description:

The course's focus will be on the reception of Walt Whitman's work by queer authors who came after him. The class will read a selection of Whitman's prose and poetry that influenced generations of queer writers like Oscar Wilde, Allen Ginsberg, and Langston Hughes. By closely reading a selection of Whitman's work, we will be able to locate how future queer writers read Whitman and responded to his ideas on homoeroticism. The way Whitman constructs a queer aesthetic in his antebellum and Civil War American poetry will be a philosophical idea that we will put in conversation with Wilde's queer aestheticism in Victorian literature. For participation we will use Voice Thread and Discussion Board forums in which students will respond to key questions and critiques they have about the assigned texts. Because this is a writing intensive course there will be two close-reading papers (4-5 pages), and one research paper with secondary sources (7-8 pages).

Required Texts:

There are digital editions of each text, and the majority of them are free. To see the digital editions, please check the Readings section of our Blackboard page. If you would rather use the physical edition, here are the texts to rent/buy. Also, remember that all of these texts are available at Long Island public libraries, and a few are available at Stony Brook's library.

- *Library of America* edition of Walt Whitman's poetry and prose (all of Whitman's poetry and prose is available on the Whitman archive so this is for those who want a physical edition of the text):
  ISBN: 9780940450028
- *The Picture of Dorian Gray* (Oscar Wilde) (there is an online version of this text, but you can buy this book for $5):
  ISBN: 9780486278070
- *Giovanni's Room* (James Baldwin) (this is also online):
  ISBN: 9780345806567
- *What is the Grass: Walt Whitman in My Life* (Mark Doty):
  ISBN: 9780393070224
- *This Is How It Always Is* (Laurie Frankel):
  ISBN: 9781250088567

Course Delivery Mode and Structure:

This is an asynchronous online course, delivered in the Blackboard learning management system (LMS). Students must be mindful of all course expectations, deliverables and due dates. All assignments and course interactions will utilize internet technologies. See "Technical Requirements" section for more information. In Blackboard, you will access online lessons, course materials, and resources.

How We Will Communicate:

Course-related questions should be posted in the "General Questions" forum in the course Discussion board. For personal/private issues, my preferred method of contact is via email listed at the top of this syllabus. If you use Blackboard's Email Tool, it will automatically include your full name, course name and section when you send me an email. I strive to respond to your emails as soon as possible, but please allow between 24-48 hours for a reply. Your Stony Brook University email must be used for all University related communications. *You must have an active Stony Brook University e-mail account and access to the Internet. All instructor correspondence will be sent to your SBU e-mail account.* Please plan on checking your SBU email account regularly for course related messages. To log in to Stony Brook Google Mail, go to http://www.stonybrook.edu/mycloud and sign in with your NetID and password.

Technical Requirements:

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard course site can be accessed at https://blackboard.stonybrook.edu. If you are unsure of your NetID, visit https://it.stonybrook.edu/help/kb/finding-your-netid-and-password for more information. *You are responsible for having a reliable computer and Internet connection throughout the term. Caution! You will be at a disadvantage if you attempt to complete all coursework on a smart phone or tablet.* It may not be possible to submit the files required for your homework assignments.

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

· PC with Windows XP, Vista 7 or 8

· Macintosh with OS 10.4 or higher

· Latest version of Chrome, Firefox or Explorer; Mac users may use Chrome, Firefox or Safari. (A complete list of supported browsers and operating systems can be found on the My Institution page when you log in to Blackboard.)

Syllabus adapted from "Appendix 1: Whitman's Multitudes Syllabus" by Andrew Rimby published in *Nineteenth-Century Gender Studies*, vol. 17, no. 1, 2021.

· 2 GB RAM

· High speed internet connection

· Printer

· Word processing software (Microsoft Word, Pages, etc.)

· Speakers (either internal or external) or headphones

· Ability to download and install free software applications and plug-ins (note: you must have administrator access to install applications and plug-ins).

· Adobe Flash player with the latest update is crucial for playing multiple videos throughout the course

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

Visit the Stony Brook University Student Help Desk Page

Phone:

 (631) 632-9602 (technical support and Blackboard issues)

 (631) 632-9800 (client support, wifi, software and hardware)

E-Mail: helpme@stonybrook.edu

Live Chat: Chat Live with the TLT Student Help Desk!

For assistance after 5 PM or over the weekend, please contact the Open SUNY help desk at 1-844-673-6786 or OpenSUNYHelp@suny.edu

Accessibility

If there is something I can do to make the class more accessible for you, please do not hesitate to email me.

Names and Pronouns: Stony Brook University affirms all gender identities and expressions. If you go by a name other than that on the class roster, and/or if you would like to be addressed with a specific pronoun, do not hesitate to inform your instructor. For further assistance with issues regarding name and pronoun usage, please contact Stony Brook LGBTQ* Services at (631) 632-2941 or lgbtqservices@stonybrook.edu. http://studentaffairs.stonybrook.edu/lgbtq/

Student Accessibility Support Center Statement

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If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

 Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities and search Fire Safety and Evacuation and Disabilities.

Academic Integrity Statement

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

Critical Incident Management

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

Part 2: Learning Outcomes

Learning Outcomes for "Evaluate and Synthesize Researched Information" (ESI):

Syllabus adapted from "Appendix 1: Whitman's Multitudes Syllabus" by Andrew Kimby published in *Nineteenth-Century Gender Studies*, vol. 17, no. 1, 2021.

1. Locate and organize information from a variety of appropriate sources.

2. Analyze the accuracy of information and the credibility of sources.

3. Determine the relevance of information.

4. Use information ethically and responsibly.

Learning Outcomes for "Speak Effectively before an Audience" **(SPK):**

1. Research a topic, develop an oral argument and organize supporting details.

2. Deliver a proficient and substantial oral presentation for the intended audience using appropriate media.

3. Evaluate oral presentations of others according to specific criteria.

Learning Outcomes for "Write Effectively within One's Discipline" **(WRTD):**

1. Collect the most pertinent evidence, draw appropriate disciplinary inferences, organize effectively for one's intended audience, and write in a confident voice using correct grammar and punctuation.

Part 3: Assignments and Expectations

A Note on Coursework During the COVID-19 Outbreak: In consideration of extenuating circumstances surrounding the COVID-19 global outbreak, I have designed this course to be as "low impact" as possible. The course is asynchronous and is primarily composed of low-bandwidth reading and writing assignments without the burden of utilizing extensive audio or visual equipment or synchronous meetings that might be difficult for students to participate in.

Grading Scale:

A+ = 98-100	A= 94-97
A-= 90-93	B+= 87-89
B= 85-86	B-= 80-84
C+= 77-79	C= 75-76
C-= 70-74	D+= 67-69
D=65-66	D-= 60-64

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Course Components:

"First Impressions" Discussion Board	15%
"First Impressions" VoiceThread Discussion	10%
Close Reading VoiceThread Presentation	5%
2 Close Reading Papers	40%
Final Research Paper	30%

Brief Explanation of Course Components:

"First Impressions" Discussion Board (15%):

There are three parts to your Discussion Board assignment.

(First Paragraph)

You will discuss your first impression of the text and can discuss the following: What you are drawn to? What do you enjoy about the text? What do you dislike about the text? But, you will end your paragraph with a question you have about the text.

(Second Paragraph)

You will choose a passage from the text or scene in the film and provide the context of this passage or scene. You are required to use a direct quote in your analysis. I will provide a few passages that you can choose from, but you are not beholden to them. This analysis should address an overall theme in the text and point out how figurative language is being employed.

(Third Paragraph)

You will answer a discussion question that I pose about the text.

Your response is always due on a Friday, and your two comments to your classmates (about two sentences) are due on Sunday.

"First Impressions" VoiceThread Discussion (10%):

Each VoiceThread forum will have 4 slides. You will be required to provide a response to each prompt (so 4 responses). Your response should be at least 3 minutes but try not to go longer than 5 minutes. The first 2 prompts will be thematic discussion questions, and the last 2 will be compare/contrast questions.

Like your Discussion Board assignment, your 4 responses are always due on a Friday, and your 4 comments (at least 1 minute responses) are due on Sunday. You can use either the video or audio option for the VoiceThread discussion.

Close Reading VoiceThread Presentation (5%):

Here are the requirements for your close reading presentation (at least 5 minutes but no longer than 8 please):

a. An introduction that states whether this is your first time reading or watching the text. If this is your first time, what are your first thoughts about the text? If it is not your first time, then what was it like approaching this text again?
b. Offer the class two discussion questions that are related to themes that you have found in the text.
c. Analyze a specific section of the text and point to a quote from that section that explains why you think this is a significant moment for us to discuss.

Use this link to sign-up for a text:

https://docs.google.com/document/d/1ya5QRUXX-Pnrok-FsDG-S4IElEhxxAaLI2LKIGI9phA/edit?usp=sharing

If you are not presenting that week, make sure to respond to both of your classmates' presentations. Your comment should be around 1 minute (either a video or audio comment).

Close Reading Papers (Poetry and Prose) (20% each, 40% total):

Two weeks before the close reading responses are due, I will post in the Assignments section, the selection of prompts you can choose from when writing your response. Write a 4-5 page (Poetry and Prose) close reading response to one of the prompts that I have posted on Blackboard; responses must be double-spaced, Times New Roman, and 12 point font. I will be providing helpful tips on how to write a close-reading response and will post these tips on Blackboard at the beginning of the semester to help you get started on how best to approach this assignment. Your close reading analysis needs to have at least four quotes that are incorporated into your response to demonstrate your understanding of the primary material. We will go over MLA parenthetical citations (properly quoting primary material) and strategies for incorporating quotes into your writing.

Syllabus adapted from "Appendix 1: Whitman's Multitudes Syllabus" by Andrew Rimby published in *Nineteenth-Century Gender Studies*, vol. 17, no. 1, 2021.

For the Close Reading Poetry paper, you have the option to revise and resubmit it once I provide feedback on your first submission. If you revise it, please write a few sentences that explain your revision process. You will receive the highest of the two grades.

Final Research Paper (30%):

You will submit a literary research paper (7-8 pages) that includes both primary and secondary sources. There will be multiple discussion forums in which you will brainstorm your thesis, provide an annotated bibliography, and do a peer response workshop with a draft of your paper. I will provide more information before you begin exploring possible thesis topics so that you know how you will be graded and what example topics you may want to explore. The paper should address a critical or theoretical aspect of Whitman's poetry or prose and how this issue is explored by a later generation of poets. For example, if you are interested in Whitman's discussion about sex and bodies, you would then want to explore how a poet, like Ginsberg explores concepts around sex. You must have a Works Cited page and use proper citation in MLA format.

Part 4: Course Policies

To get the most out of this online course, you should:

• Be prepared to commit 6 hours/week, spread across several days, for interacting with your instructors and your peers, and studying the resources posted. Manage your time accordingly.

• Be aware that you are now part of a learning community. In addition to required course readings and assignments, you should budget time to read and respond to the postings of your peers.

• Be motivated and disciplined; remain mindful of all deadlines and seek help promptly if you are having any difficulties. Note that this is not a self-paced course. Although materials are available 24/7 and you may work at any time that is convenient for you, you must meet all course deadlines.

What You Can Expect from Me:

I will be logging into the workshop site every day (M-F) and at least once every weekend. I'll provide you with feedback on your progress via the discussion forums and Grade Center.

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There is a discussion forum for every module as well as a General Questions forum for any questions that may not be related to whichever module we happen to be working on. Unless your question is intensely personal, please confine your questions to the forums, which is the best way to get the timeliest response. If you need to contact me about a private matter, use email or arrange a Zoom office appointment. You can generally expect replies within 24-48 hours.

What I'm Expecting from You:

All activities and assignments in this course are required, unless otherwise noted. There are a total of 6 Weeks/Learning Modules and each requires that you participate actively in the accompanying discussion forum.

As learners in this course, you will be expected to log in a minimum of 4 times per week, ideally on different days, and complete all activities and assignments described for each module by its respective deadline(s). You should participate in the discussion forum and Voice Thread associated with each module by responding to the prompts of your instructor, engaging in dialogue with your peers, and replying to any follow-up questions posed by your instructor. Note that you cannot get credit for any module without responding to the discussion prompts and replying to your peers. You will receive feedback about the frequency and quality of your discussion participation.

You are expected to abide by the Course Calendar and all deadlines. Note that if you lag behind, it's very difficult to catch up. To help accommodate your other obligations, each module will become available a day earlier than stated, enabling you to work ahead if you wish. You will observe the 11:59 pm cut off for the end date of either the discussion board or Voice Thread. The deadlines enable us to complete the course within six weeks. Your cooperation is appreciated. I strongly recommend printing a copy of this syllabus so you can keep track of where you should be on any given date. If you are unable to meet a deadline, contact me as soon as possible.

Netiquette:
The following are guidelines for participation on the discussion forums:
- Remember that with the absence of face-to-face communication it's easy to misunderstand.
- Carefully review and read materials that you receive electronically to ensure that you fully understand the message.
- Be sure to carefully re-read and understand what you will be sending in order to ensure that you are not misunderstood by anyone.

- Disagreement in higher education is encouraged, but it is important to be polite, and to clearly communicate why you disagree, support your own ideas with academic sources.
- Avoid cluttering your messages with excessive emphasis (stars, arrows, exclamations).
- If you are responding to a message, either include the relevant part of the original message in your message, or make sure to refer to the original's contents so as to avoid confusion.
- Be specific and clear, especially when asking questions.
- If your messages can be typed in UPPER and lower case, please use the two appropriately instead of all UPPERCASE characters. This gives the appearance of shouting and makes the message less readable.
- Remember that not all readers have English as their native language, so make allowance for possible misunderstandings.

Attendance and Late Work Policy:

Attendance in this online course is accrued through your timely participation in discussions and completion of assignments. Failure to participate in required course activities will impact your final grade. If you submit an assignment late, your grade will be reduced by a letter grade everyday it is late.

Academic Honesty:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

EGL 301 Calendar (The course schedule is subject to change.):

Module Schedule	Assignments Due (all assignments are due by 11:59 pm)

Module 1: August 24-30
 	
Intro. To Whitman's Multitudes
 	
   a. **Whitman's Long Island (a virtual tour)**
   b. **Whitman's 1855 *Leaves of Grass*: "Preface"**
	August 26: Listen to Syllabus VoiceThread and Respond to the Prompt
	
	August 28: "First Impressions" VoiceThread Response
	
	August 30: VoiceThread Comments

Module 2: August 31-September 6 **Part One: Whitman's 1855 *Leaves of Grass*** **"Song of Myself" (1855 edition)**	**September 2: "Song of Myself" (1855) Close Reading Presentations** **September 4: "First Impressions" Discussion Board Response** **September 6: Discussion Board and Presentation Comments**

Module 3: September 7-13
 	
Part Two: Whitman's 1855 *Leaves of Grass*
 	
   a. **Comparing the 1855 "Song of Myself" to the Death-Bed Edition (1891-1892)**
   b. **"The Sleepers" (1855)**
   c. **"I Sing the Body Electric" (1855)**
	September 9: "The Sleepers" and "I Sing the Body Electric" Close Reading Presentations
	
	September 11: "First Impressions" VoiceThread Response
	
	September 13: VoiceThread and Presentation Comments

Module 4: September 14-20
 	
Part One: Whitman's 1860 *Leaves of Grass*
 	
    a. "Salut Au Monde"
    b. "Enfans D'Adam" (Sections 1-5)
	September 16: "Salut Au Monde" and "Efans D'Adam" Close Reading Presentations
	
	September 18: "First Impressions" Discussion Board Response
	
	September 20: Discussion Board and Presentation Comments

Module 5: September 21-27
 	
Part Two: Whitman's 1860 *Leaves of Grass*
 	
    a. "Efans D'Adam" (Sections 6-15)
    b. "Calamus" (Sections 1-10)
	September 23: "Efans D'Adam" Close Reading Presentations
	
	September 25: "First Impressions" VoiceThread Response
	
	September 27: VoiceThread and Presentation Comments

Module 6: September 28-October 4 **Part Three: Whitman's 1860 *Leaves of Grass*** **"Calamus" (Sections 11-45)**	**September 30: "Calamus" Close Reading Presentations** **October 2: "First Impressions" Discussion Board Response** **October 4: Discussion Board and Presentation Comments**

Module 7: October 5-11
 	
Whitman Meets Oscar Wilde
 	
    a. **Whitman and Wilde in Camden, NJ**
    b. ***The Picture of Dorian Gray* (Chapters 1-10)**
	October 7: *The Picture of Dorian Gray* Close Reading Presentations
	
	October 9: "First Impressions" VoiceThread Response
	
	October 11: VoiceThread and Presentation Comments

Module 8: October 12-18
 	
Part One: Oscar Wilde's Homoerotic Atmosphere
 	
    a. ***The Picture of Dorian Gray* (Chapters 11-20)**
 	
Part Two: An Intro. To Victorian Sexology
 	
    a. **Excerpts from Havelock Ellis and John Addington Symonds' *Sexual Inversion***
	October 14: *The Picture of Dorian Gray* Close Reading Presentations
	
	October 16: "First Impressions" Discussion Board Response
	
	October 18: Discussion Board and Presentation Comments

Module 9: October 19-25
 	
Part One: Whitman and Wilde Get Diagnosed
 	
    a. **Symonds' Case Study of Whitman and Wilde (*Male Love* and *Whitman: A Case Study*)**
 	
Part Two: Symonds' Homoerotic Ideal in Film Version
 	
    b. ***Call Me By Your Name* (Director: Luca Guadagnino, 2017)**
	October 21: *Call Me By Your Name* Close Reading Presentations
	
	October 23: "First Impressions" VoiceThread Response
	
	October 25: VoiceThread and Presentation Comments

Module 10: October 26-November 1 **The Queer Love Story Continues:** **James Baldwin's *Giovanni's Room***	**October 28: *Giovanni's Room* Close Reading Presentations** **October 30: "First Impressions" Discussion Board Response** **November 1: Discussion Board and Presentation Comments**

Module 11: November 2-8
 	
20th-Century Poets Respond to Whitman
 	
    a. **Langston Hughes**
    b. **Allen Ginsberg**
    c. **Adrienne Rich**
    d. **Alice Walker**
	November 4: Poetry Close Reading Presentations
	
	November 6: "First Impressions" VoiceThread Response
	
	November 8: VoiceThread and Presentation Comments
	
	If you want feedback on your Close Reading Poetry paper thesis, please submit it by November 8 in the Discussion Board.

Module 12: November 9-15
 	
Democracy for Who?
 	
Part One:
 	
    a. **Excerpt from *Democratic Vistas* (Whitman)**
    b. ***The Fire Next Time* (James Baldwin)**
 	
Part Two: Keeping Vigil: Going *Into the Woods*
 	
    a. ***Into the Woods* (the Broadway production**
    b. **"Vigil Strange I Kept on the Field One Night" (Whitman)**
	November 11: Democracy for Who? Close Reading Presentations
	
	November 13: "First Impressions" Discussion Board Response
	
	November 15: Discussion Board and Presentation Comments
	
	Close Reading Poetry Paper Due (Submit in Assignments)

Module 13: November 16-22 **Whitman's Poetics in the 21st Century** **Part One: The Whitmanic Memoir** **Mark Doty's *What is the Grass: Walt Whitman in My Life***	**November 18: *What is the Grass* Close Reading Presentations** **November 20: "First Impressions" VoiceThread Response** **November 22: VoiceThread and Presentation Comments**

Module 14: November 23-29 **Thanksgiving Break** **Have a safe and healthy break, and please start reading *This Is How It Always Is.***	**Work on your Close Reading Prose paper.** **If you want feedback on your thesis, please submit it in the Discussion Board by November 29.**
Module 15: November 30-December 6 a. **Whitman's Poetics in the 21st Century** **Part Two: What is a Queer Poetics?** **Laurie Frankel's *This Is How It Always Is***	**December 2: *This Is How It Always Is* Close Reading Presentations** **December 4: "First Impressions" Discussion Board Response** **December 6: Discussion Board and Presentation Comments** **Close Reading Prose Paper Due (Submit in Assignments)**
December 10: Final Research Paper Workshop (Optional) **December 11: Final Research Paper Workshop (Optional)** **Sign up for whichever day and time is better for you.**	**December 16: Final Research Paper (submit in Assignments)**

Have a safe and healthy break!