

English 180a  
William Flesch  
[flesch@brandeis.edu](mailto:flesch@brandeis.edu)

**Modern American Short Story** Summer 2024

## **DRAFT PRE-SYLLABUS FOR SUMMER 2024**

**This is a potential syllabus for English 180a, but when I teach it in the summer I like us all to work out what stories or authors we want to do together. We'll do that on the first day of class. We'll certainly be doing *some* of these stories, but just as certainly we'll be switching other stories out and in on the basis of student interest.**

Office hours by appointment at: <https://brandeis.zoom.us/j/701934794>

Class meetings via Zoom: <https://brandeis.zoom.us/j/97366420827>

Please note that while classes will be recorded for those forced to miss them or who want to review them, this is a synchronous class.

Readings with some links – other stories will be distributed via Latte:

Week 1 Intro; “Hemingway”: “For Sale, Baby Shoes, Never Worn,” Chopin: “The Storm”

“The Storm,” Hemingway: “Hills Like White Elephants,” “A Day’s Wait”

“Hills,” “Day’s Wait,”

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Week 2: Hemingway, continued, Henry James: *Turn of the Screw*

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Week 3 Poe: “Cask of Amontillado,” Shirley Jackson: “The Witch,” Flannery O’Connor: “A Good Man is Hard to Find,” Hurston: “Sweat”

Salinger: “For Esmé with Love and Squalor,” Denis Johnson “Emergency” and “Car Crash While Hitchhiking,”

<https://www.dropbox.com/s/gx811sy7eyfz72y/salinger%20for%20esme%20with%20love%20and%20squalor.pdf?dl=0>

O. Henry “Gift of the Magi,” Finney, “The Third Level,” Ambrose Bierce, “An Occurrence at Owl Creek Bridge,” Bradbury: “All Summer in a Day,” Munro: “How I Met my Husband”

**First paper due** (750 words)

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Week 4      Roberto Bolaño “Gómez Palacio”  
<https://www.dropbox.com/s/yen0yey631wgjol/bolano%20G%C3%B3mez%20Palacio%20.docx?dl=0>

Ursula K. Le Guin: “The Ones Who Walk Away from Omelas”

<https://www.dropbox.com/s/6polwrs9bgsk4gz/omelas.pdf?dl=0>

Borges: “The Library of Babel”

Junot Diaz: “Miss Lora”: <https://www.newyorker.com/magazine/2012/04/23/miss-lora>

Marquez: “A Very Old Man with Enormous Wings”

Langston Hughes: “Thank you, Ma’am”

<https://www.chino.k12.ca.us/cms/lib/ca01902308/centricity/domain/1689/thank%20you%20%20ma%20am.pdf>

James Baldwin: “Sonny’s Blues”

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Week 5: Baldwin: “Going to Meet the Man” —

<https://www.dropbox.com/s/3wtja49u6g7ufuv/baldwin%20going%20to%20meet%20the%20man.pdf?dl=0>

Leslie Marmon Silko: “The Man to Send Rain Clouds,” Joy Williams: “Nettle”

Oates: “Sinners in the Hands of an Angry God”

**Second paper due** (1,500 words)

Please send papers, via email to [flesch@brandeis.edu](mailto:flesch@brandeis.edu), as a Word file or a Google Doc. Not a pdf!

**Over the course of your papers you should discuss *at least three different stories in total.*** (E.g. you could discuss two stories in your first paper and one in your second or – more likely – vice versa.). At least two of those stories should be from the syllabus, and *each* paper should discuss at least one syllabus story. Any other story or stories you do should be: Modern, American, Short, and a Story.

Check list

- 1) Does this paper have one syllabus story on it?

- 2) Will both my papers combined discuss at least two syllabus stories?
- 3) Will both my papers combined discuss at least three different modern American short stories?

**Class participation:** not *required* but it can help you enormously, so you should regard it as a standing and tremendous chance for the extra credit you might need to put you over the top for a considerably better grade.

Possible quizzes. So keep up with the reading!

The rest of this syllabus is required boilerplate which comes down to: The class is about extending your knowledge of modern American short stories; don't plagiarize or cheat because that will get you into real trouble; let me know if you need accommodations; each hour of class time should correspond to about three hours of out-of-class work.

### **Boilerplate:**

### **Learning Goals:**

To read and discuss some modern American short stories and go more deeply into them and how they treat similar themes or invent new ones.

**The Brandeis administration requires all teachers to include the following information on their syllabi, so here you go:**

### **Credit Hours:**

Success in this four-credit course is based on the expectation that students will spend a minimum of three hours of study time per hour of scheduled class time, in preparation for class (readings, papers, online assignments).

### **Accommodations**

Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, the university seeks to support you.

**In order to provide test accommodations, I need the letter more than 48 hours in advance.**

Accommodations cannot be provided retroactively. If you have questions about documenting a disability of requesting accommodations, please contact Student Accessibility Support (SAS <https://www.brandeis.edu/accessibility/>) at 781.736.3470 or [access@brandeis.edu](mailto:access@brandeis.edu).”

### **Academic Integrity**

Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. Infringement of academic honesty by a student subjects that student to

serious penalties, which may include failure on the assignment, failure in the course, suspension from the University or other sanctions (see section 20 of R&R). Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. A student who is in doubt regarding standards of academic honesty as they apply to a specific course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. Allegations of alleged academic dishonesty will be forwarded to the Department of Student Rights and Community Standards. Citation and research assistance can be found at [Brandeis Library Guides - Citing Sources](https://guides.library.brandeis.edu/c.php?g=301723) (<https://guides.library.brandeis.edu/c.php?g=301723>).

### **Student Support**

Brandeis University is committed to supporting all our students so they can thrive. The following resources are available to help with the many academic and non-academic factors that contribute to student success (finances, health, food supply, housing, mental health counseling, academic advising, physical and social activities, etc.). Please explore the many links on this [Support at Brandeis](https://www.brandeis.edu/support/undergraduate-students/browse.html) page (<https://www.brandeis.edu/support/undergraduate-students/browse.html>) to find out more about the resources that Brandeis provides to help you and your classmates to achieve success.

### **Course Materials**

If you are having difficulty purchasing course materials, please make an appointment with your Student Financial Services or Academic Services advisor to discuss possible funding options and/or textbook alternatives.

### **Library**

[The Brandeis Library](https://www.brandeis.edu/library) collections and staff offer resources and services to support Brandeis students, faculty and staff. These include workshops, consultations, collaboration, materials and instruction on emerging trends in technologies such as machine learning, emerging trends in research such as data visualization, and emerging trends in scholarship such as open access. Librarians at the Circulation Desk, Research Help Desk, Archives & Special Collections, Sound & Image Media Studios, MakerLab, AutomationLab, and Digital Scholarship Lab are available to help you. <https://www.brandeis.edu/library/about/index.html>