

[LMC 3202] Syllabus

[Studies in Fiction: US Women Writers and Politics, 3 credits]

[Fall 2026]

Instructor Information

Instructor

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Email

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General Course Information

Description

[Examines the elements of fiction and what has made fiction, especially the novel, distinctive, popular, and enduring. Readings may include formal, cultural, and historical theories. This term course readings will include fictions and political texts by US women writers, allowing us to consider conditions of publication and reception related to narrative themes and structures.]

Course Learning Outcomes

[*Textual/Visual Analysis: Students will learn to read, analyze, and interpret cultural products (cartoons, political treatises, fictions, films).

*Interpretive Frameworks: Students will become familiar with a variety of social, political, and philosophical theories and apply those theories to creative texts and to their own cultural observations.

*Historical Analysis: Students will study literary and cultural texts within an historical framework to become familiar with the various forces that shape artistic and commercial production. They will learn to interpret history actively, rather than passively accepting information.]

Required Course Materials

[Required/Purchase paperbacks at Georgia Tech Barnes and Noble Bookstore:

Hannah Crafts, *The Bondwoman's Narrative*. Ed. Henry Louis Gates. Grand Central Publishing, 2002. ISBN-13: 978-0759527645 (\$12)

Lisa Ko, *The Leavers*. Algonquin Books, 2017. ISBN-10: 161620804X ISBN-13: 978-1616208042 (\$12)

Required/PDFs or Online links:

Declaration of Independence <https://www.archives.gov/founding-docs/declaration-transcript>

US Constitution <https://www.archives.gov/founding-docs/constitution-transcript>

Abigail Adams, *Letters* (1776) PDF excerpt in Canvas

Margaret Fuller, "The Wrongs of American Women, The Duty of American Women." *New York Daily Tribune*. September 30, 1845.

Margaret Fuller, *Woman in the 19th Century* (1845, excerpt)

Lydia Maria Child, "The Quadroons." *The Liberty Bell* (1841)

<https://utc.iath.virginia.edu/abolitn/abfilmcat.html> Links to an external site.

Lydia Maria Child, "Hilda Silfverling." *Columbian Lady's and Gentleman's Magazine* (1845)

Lydia Maria Child, *An Appeal in Favor of That Class of Americans Called Africans* (1833)

Chapter 1. <https://www.gutenberg.org/ebooks/28242>Links to an external site.

Harriet Beecher Stowe, *Uncle Tom's Cabin Or Life Among the*

Lowly (1852) <https://www.gutenberg.org/ebooks/203>Links to an external site.

Jane Tompkins, Chapter 5: "Sentimental Power" in *Sensational Designs: The Cultural Work of American Fiction*. Oxford UP, 1985, pp. 122-146. PDF online in Canvas.

Judith Fetterley, "Commentary: Nineteenth-Century American Women Writers and the Politics of Recovery." *American Literary History* (Autumn 1994): pp. 600-611. PDF online.

In Search Of Hannah Crafts: Critical Essays On The Bondwoman's Narrative. Ed. Henry Louis Gates. Basic Books: Perseus Books Group LLC, 2005. [online access GT Library]

Little Women (Dir. Greta Gerwig, 2019) In class viewing.

Louisa May Alcott, *Work: A Story of Experience* (1873)

<https://www.gutenberg.org/ebooks/4770>

Sui Sin Far (Edith Eaton), stories from *Mrs. Spring Fragrance* (1912)

<https://www.gutenberg.org/ebooks/62940>Links to an external site.

Toni Morrison, *Playing in the Dark: Whiteness and the Literary Imagination* (1990) PDF excerpt in Canvas

Jean Oggins, "Underrepresentation of Women Writers in Best American Anthologies: The Role of Writing Genre and Editor Gender." *Sex Roles* (2014) 71:182-195. DOI

10.1007/s11199-014-0382-8 (PDF online in Canvas)]

Grading Policy:

[Written assignments (including Responses to Discussion prompts) should be posted to Canvas Assignments. Late assignments will not be accepted unless a student makes an arrangement in advance of the due date. All assignments will earn points equivalent to percentage of the final grade. Grades will generally be posted in Canvas within three days after submitted, with the exception of the grade for attendance and participation, which will be posted at the end of term.

--5 Responses to Discussions: 10% each, totaling 50% of final grade

--1 in-class report on fiction or literary criticism: 10% of grade

--300-500-word review of political issues in *Little Women* (Dir. Greta Gerwig): 10% of grade

--Group presentation/discussion on political issues in *The Leavers*: 10% of final grade]

--Attendance & class participation: 20% of final grade

Description of Graded Components

--5 Online (200-250-word) responses to Discussion prompts regarding founding documents and fictional/historical texts by Child, Fuller, Stowe, Crafts, Alcott): 10% each, totaling 50% of final grade

--1 (5-10-minute) in-class oral report on fiction, historical text, or literary criticism: 10% of grade

--300-500-word review of political issues in *Little Women* (Dir. Greta Gerwig): 10% of grade

--Group presentation/discussion on political issues in chapters of *The Leavers*: 10% of final grade

--Attendance & class participation: 20% of grade]

[**GRADING SCALE:** 90-100=A, 80-89=B, 70-79=C, 60-69=D, less than 60=F

USG Required Course Policies

Attendance and/or Participation

[**ATTENDANCE IS REQUIRED:** In-person class discussions of the course readings and of student responses to these readings are significant components of the course; participating in discussions will help students prepare written assignments and presentations. You are expected to attend ALL class meetings, although two unexcused absences will be allowed. Excessive absences could affect your final grade. Submit appropriate documents for medical, athletic, religious, or other justified absences. **Extended** absences away from campus for family, medical, or legal reasons should be reported to the instructor and the GT Office of Student Life <https://studentlife.gatech.edu/resources/class-attendance>Links to an external site. Even if you miss participating in an in-person discussion, you should read the required material for that day, review the day's agenda in Canvas Pages, and prepare the response to the Discussion prompt or turn in any written assignment that is due. You should be prepared to participate in discussions by reading carefully and noting topics and questions we should consider during class. Each day's reading should take about 90-120 minutes to complete; concentrate on identifying the main ideas of each text and how they relate to our course subject: political issues in different fictions, including the publication circumstances and the receptions accorded these works. Report topics in Canvas can help you develop comments and questions to contribute to class discussions.]

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. [Review Georgia Tech's Honor Code](#)Links to an external site. and the [student Code of Conduct](#)Links to an external site..

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

THE USE OF GENERATIVE AI IS NOT PERMITTED IN THIS COURSE: *I have adapted this policy from one devised by another LMC professor.* You are not permitted to consult AI chatbots to complete assignments for this course. Information generated by chatbots is often not accurate. Turning in AI-generated work as one's own creation will be considered academic misconduct. If you are using any text developed by another person or persons, you should put quotation marks around the text and cite it as a scholarly or media source. If you cannot properly cite the information because it comes from an AI source without proper human/scholarly references of its own, then you cannot incorporate it in your writing. All thoughts and ideas need to come from your brain, start to finish. If you submit content that has been generated by someone other than you, or a non-human source that you cannot cite, or text created by a computer application or tool, including AI tools such as ChatGPT, understand that this is considered plagiarism/cheating, and a violation of the Honor Code. Do not use ChatGPT to draft your paper, even if you revise or paraphrase it afterward. If you didn't write something from start to finish, you cannot put your name on it and claim it as yours, even if you developed or modified a few words here and there.

There are also much larger reasons not to use AI in the classroom, including its inception and use for military warfare, as well as its staggering environmental impact, as the development, maintenance, and disposal of AI, as well as the energy needed to train and run AI models, carries a huge carbon footprint and has a direct and devastating impact on climate change.

Our work here should be about developing and enhancing our minds and our lives for each other, and not hastening our destruction or the planet's. Remember that you are investing your time and money to take courses to improve your analytical and critical thinking skills; this course is designed to encourage conversation about readings based on your impressions and ideas. I am here to help you do that. If you get stuck, don't go to ChatGPT; instead, email the instructor at <carol.colatrella@lmc.gatech.edu> for assistance so that we can discuss (via email, phone, or Zoom) the best way forward.

Core IMPACTS

This is a Core IMPACTS course that is part of the Humanities area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals. This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning

- Information Literacy
- Intercultural Competence

Additional Georgia Tech Policies and Information Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability ServicesLinks to an external site.](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty ExpectationsLinks to an external site.](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

[Inclement Weather and Digital Learning Days

[If weather or other circumstances require our class to meet online OR if the instructor is unable to meet the class because of illness, information about remote mode or cancellation will be distributed via Canvas Announcements. Make sure you are signed up to receive these messages in a timely fashion.]

Student Use of Mobile Devices in the Classroom

[You should bring the assigned text to class so that we can discuss it. Mobile devices to access course texts and Canvas are permitted in class.]

Campus Resources for Students

[All students should be able to access campus resources, including the library, The Communication Center, or Tutoring and Academic Services.]

Undergraduate Student Academic Success Resources: A list of resources for undergraduate students' academic success and information about advising can be found at [Success at TechLinks to an external site.](#)

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at gatech.edu/tutoringLinks to an external site., email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

Student Well-Being: [At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive listLinks to an external site.](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for

Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](#))[Links to an external site.](#)

More resources on supporting student well-being on the syllabus and beyond are available through the [Learning Well Initiative](#)[Links to an external site..](#)]