

**ENC 1145: Topics for Composition— Section 7411**  
**“Writing about Work”**  
**Spring 2016**  
**MWF, Period 5 (11:45 am-12:35 pm)**  
**Matherly Hall (MAT) 113**

**Instructor:** Jonathan Hernandez ([jhernandez4@ufl.edu](mailto:jhernandez4@ufl.edu))  
**Course Site:** <https://ufl.instructure.com/courses/324137>  
**Listserv address:** [SPRING-7411-L@lists.ufl.edu](mailto:SPRING-7411-L@lists.ufl.edu)  
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**Office Hours:** W, Per. 6 (12:50-1:40 pm), and by appointment

### **COURSE DESCRIPTION**

Last year, workers in the American fast food industry organized across the United States to demand an increase in the federal minimum wage. This led to an extended national conversation about whether these employees deserved an increase in wages, based on the kind of work they do. To engage with this (and similar) discussions, in this course we will explore how “work” is defined, and valued, in the U.S.

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see: <https://catalog.ufl.edu/uqrad/current/advising/info/general-education-program.aspx>.

This course can also provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see: <https://catalog.ufl.edu/uqrad/current/advising/info/writing-requirement.aspx>.

### **COURSE OBJECTIVES/GOALS**

The main goal of this course is to identify the kinds of labor, occupations, and activities in the U.S. that have traditionally been considered work, as well as contemplating how work continues to be redefined. In order to do this, we will keep in mind that constructions of class, race, gender, etc., also shape society’s sense of what work looks like.

As a secondary objective, we will review the history of the American Labor Movement and how it has led to significant changes in national and state laws to protect workers’ rights. Finally, we will also consider the local relevance of our course by looking at movements like the Alachua Labor Commission’s Living Wage Campaign.

Our course readings will include literary works, news articles, and critical texts. Through various writing assignments featuring their critical insights and original arguments, students will explore how work has been defined, and might further be defined, in the U.S. These assignments, which serve to satisfy the University Writing Requirement, include reading responses, two reports, a midterm paper, and a final research paper with an annotated bibliography.

By the end of this course, students are expected to have a greater understanding of past, present, and future issues surrounding work. In addition, students will gain experience analyzing various kinds of texts and forming original arguments that allow them to explore their interests and contribute towards existing scholarship. In order to form these arguments, students will leave the class familiar with the MLA citation style, which will allow them to properly incorporate primary and secondary texts in their own writing.

## REQUIRED & RECOMMENDED TEXTS

All course texts will be available at the UF Bookstore. If you are purchasing your texts through online vendors, you should search for the ISBN indicated below to ensure you have the same version as the rest of the class and can easily follow along during discussions. In addition, please note that the e-books for the three novels we are reading are considerably cheaper than new paperback editions, though e-books may not include pagination.

### Required Texts:

- Palahniuk, Chuck. *Fight Club*. New York: W.W. Norton & Company, Inc., 2005. Print. (ISBN: 0393039765)
- Plath, Sylvia. *The Bell Jar*. New York: Harper Perennial Modern Classics, 2005. Print. (ISBN: 0060837020)
- Sinclair, Upton. *The Jungle*\*. New York: Bantam Books, 1981. Print. (ISBN: 0553212451)
  - o \*Any complete edition of *The Jungle* is acceptable.

Additional readings will be posted on our course's [Canvas site](#). You are responsible for printing out a copy of these readings, or bringing your laptop/tablet to access them in class.

### Recommended Text:

Gardner, Janet E. *Reading and Writing About Literature: A Portable Guide*. 3<sup>rd</sup>. ed. New York: Bedford/St. Martin, 2012. Print. (ISBN: 1457606496)

**Note:** Failure to have a copy of the day's reading(s) to refer to during class discussion reflects a lack of preparedness for class on your part and will result in you being marked **absent** for the day.

## ASSIGNMENTS

The following assignments are meant to provide students with the opportunity to engage with our course topic in a sustained manner and through a variety of contexts. Due dates for major assignments are noted on our **Course Schedule** and on [Canvas](#). Throughout the semester, I will provide assignment sheets with detailed guidelines for each assignment.

### 1. Reading Responses—3 responses, 500 words each; 15% of final grade

On three separate occasions during the semester (due dates can be found on the **Course Schedule**), you will turn in a response to the day's reading. You should consider these reading responses as a precursor to class discussion, which means responses need to go beyond a simple summary of the text and demonstrate how you are beginning to work through the larger themes and ideas about the texts we are reading. I will provide you with specific guidelines for these reading responses at the beginning of the semester.

### 2. Career Showcase Report—500 words; 5% of final grade

In order to complete this assignment, you will need to attend one of the dates of the Spring 2016 [Career Showcase](#), which will be held on **January 26 (non-technical day) & 27 (technical day)**, from **9:00 am to 3:00 pm in the O'Connell Center**. I recommend you dress professionally and have a resumé on hand when attending.

After attending the Career Showcase, you will write a summary of your experience, noting the companies in attendance, the types of jobs and careers that are represented in the showcase, and what employers are searching for in potential employees or interns. Even if you are not

thinking of actually applying for a job or internship at the moment, this should be a useful and informative experience for the future!

**3. Oral Report—600-700 words; 10% of final grade**

For this assignment, you will select one of the profiles in Studs Terkel's *Working: People Talk About What They Do All Day and How They Feel About What They Do* ([posted on Canvas](#)) and present it to the class at some point in the semester.

Students will sign-up for a presentation date during the second week of the semester and specific assignment guidelines will be given at this point. Once you have selected a presentation date, you are encouraged to schedule a conference with me to discuss the assignment **at least** a week before you are scheduled to give your report.

**4. Midterm Paper—1,500 words; 15% of final grade**

For this paper, you will write a thematic analysis of either Upton Sinclair's *The Jungle*, or Sylvia Plath's *The Bell Jar*. Your essay should incorporate **at least** one secondary source **of an academic nature** that focus on similar issues and themes as those you are exploring in your selected text.

As part of this assignment, all students are **required to schedule** a conference with me to discuss their approach.

**5. Annotated Bibliography—1,000-1,500 words, 10% of final grade**

In preparation for the **Research Paper**, you will gather and annotate ten to fifteen academic sources, emphasizing their value for your particular research project.

**6. Research Paper—2,000-2,500 words, 20% of final grade**

Your final paper for this course will incorporate the skills of close reading, summary, analysis, and synthesis that you have practiced and developed throughout the semester. For this assignment, you will explore any aspect of our course topic that interests you. Your research paper topic may be related to our course readings and discussions, or you may choose to go in a different direction altogether. The **Research Paper** requires a *minimum* of five outside sources of an **academic nature**, which means you will need to carefully research your chosen topic in order to effectively present your argument. The work you do for the **Annotated Bibliography** assignment can help you fulfill this requirement.

As with the **Midterm Paper**, all students are **required to arrange** a conference me to discuss their approach towards this assignment.

**7. Reading Quizzes—5% of final grade**

Sporadic reading quizzes will be given throughout the semester during the first fifteen minutes of class to ensure that students are keeping up with readings. These short answer, true/false, and multiple choice format quizzes will test *how well* you read the text, which means it is important that you read closely, focusing not only on plot, but also on tone, theme, format, and character. These quizzes should not be difficult for students who complete the assigned readings.

If you arrive to class once a quiz has begun, you have the remainder of the given time to complete the quiz. **Quizzes CANNOT be made up, and the only excuse for a missed quiz is written verification of participation in an official university-sponsored event for the day missed (submitted in advance), a doctor's note, or absence due to a religious holiday.**

**Note:** If at any point in the semester it becomes evident that the majority of students are not completing the course readings, I reserve the right to assign quizzes with increased regularity.

**8. In-Class Work and Homework—20% of final grade**

This grade accounts for *active* and *meaningful* participation during in-class discussions, group work, and activities, as well as involvement in peer review workshops, and completion of homework assignments.

**GRADING**

**Assignments and Grade Distribution**

Reading Responses (3 responses, 500 words each)	15%
Career Showcase Report (500 words)	5%
Oral Report (600-700 words)	10%
Midterm Paper (1,500 words)	15%
Annotated Bibliography (1,000-1,500 words)	10%
Research Paper (2,000-2,500 words)	20%
Reading Quizzes	5%
In-Class Work and Homework	<u>20%</u>
<b>Total</b>	<b>100%</b>

**Grading Scale**

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

The following is a basic rubric which will be used to grade your major writing assignments:

- A     An A paper presents a strong and original argument that is well-supported and organized, and which demonstrates thorough engagement with the text and its relation to the themes and/or concepts discussed in the course. Papers at this level also contain strong prose and are mostly free of typos, as well as mechanical and stylistic errors.
- B     **AB** paper falls noticeably short in **one** of the criteria for a strong argument listed above, but still demonstrates a thorough engagement with the text and its relation to the themes and/or concepts discussed in the course. Work in this range needs minor revision, but is otherwise stylistically and mechanically sound, with few errors.
- C     **AC** paper falls noticeably short in terms of **two or more** of the criteria for a strong argument. Work in this range also needs significant revision in terms of its content and

organization and may contain several spelling and/or mechanical errors. Nonetheless, a C paper still shows effort and potential.

- D AD paper is generally disorganized, too simple in terms of its argument and/or poorly-argued, and may also lack textual support for points being made. Work in this range is in need of significant revision and contains numerous spelling and/or mechanical errors that affect the clarity of the student's writing.
- E An E paper falls short of **almost all** of the requirements for an effective argument listed above **and/or** may have lost excessive points for not following the basic assignment prompt or for being incomplete, late, or, missing. Work in this range is also full of spelling and mechanical errors which make the writing unclear and/or unreadable.

**On a related note, any assignment that is found to be plagiarized will automatically receive a grade of E.**

Please note that the above rubric is not exact. Other factors, such as failure to follow basic assignment prompts or requirements, inaccurate textual references, etc. will affect your grade.

### **General Education Learning Outcomes**

The University Writing Requirement (WR) ensures students maintain their fluency in writing and use writing as a tool to facilitate learning, which means ENC 1145 course grades have two components:

*To receive writing credit, students must pass this course with a grade of "C" or higher to satisfy the CLAS requirement for Composition (C) and **papers must meet minimum word requirements totaling 6000 words for students to receive the 6,000-word University Writing Requirement (E6).***

Throughout the semester, we will go over some of the fundamentals of writing in general, and writing about literature in particular. I will also evaluate and provide feedback on your written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics.

### **COURSE POLICIES AND PROCEDURES**

Since this is an English course, students should expect a fair amount of reading and writing assignments. Additionally, a class like ENC 1145 thrives on a high-quality discussion of the texts being read, which means that the success of this class depends on the active and meaningful participation of *all* class members.

#### **Attendance Policy**

You should take attendance in this course very seriously, as discussions in class cannot be replicated. If you miss class, you are also missing that day's lesson. All students are allowed up to THREE (3) unexcused absences during the semester. **However, if you miss more than SIX (6) periods during the term, you will automatically fail the entire course. This policy includes excused and unexcused absences.** As a result, you should save your allotted absences for unforeseen circumstances, such as illness or personal emergencies.

Exempt from this policy are only those absences involving official university-sponsored events, such as athletics (see **Twelve-Day Rule** below), band, and debate; as well as extenuating circumstances like religious holidays, military duty, and court-mandated responsibilities.

**Note:** Any absences related to official university-sponsored events, religious holidays, military duty, and court-mandated responsibilities must be discussed with me prior to the date of the absence in order to arrange potential make-up work.

### ***Twelve-Day Rule***

According to University policy, “Students who participate in athletic or extracurricular activities are permitted to be absent 12 scholastic days per semester without penalty. (A scholastic day is any day on which regular class work is scheduled)”. Please consult the following link for more information on this policy:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#twelvedayrule>

### ***Illness***

In case of illness, a valid, signed, doctor’s note with the reason illness or injury prevented you from attending class should be submitted, and will be accepted at my discretion. Prolonged absences due to illness, or for any other reason, should be discussed with me in advance if possible to arrange make-up of assignments.

### ***Make-up of Assignments***

I will not approach you regarding absences and missing or late assignments; it is your responsibility to keep track of your own attendance and assignments. In addition, unless we have agreed on an extension, you are still responsible for turning in any assignments due during your absence on time. You will not, however, be able to make up any quizzes or in-class activities you miss.

### ***Tardiness***

Tardiness is a serious disruption to class. If you arrive to class after I have already taken attendance, you will be counted as **tardy**. If you arrive **more than 15 minutes** after class starts, you will be considered **absent** for the day. **Being late twice in a row constitutes an absence.**

### ***Participation***

Your completion of in-class and homework assignments is a crucial component of your overall course grade. It is not enough for you to be in class on time every day; you must also be willing and ready to actively engage in our various collective and group discussions throughout the course, as the insights you will gain and provide during these discussions will help you and your classmates during individual writing assignments. This means that you are expected to complete **am** assigned reading before each class and come prepared to share your insights and questions with your peers.

Additionally, it is vital that we listen to each other’s’ thoughts and views with respectfulness and an open mind, particularly since some of the texts we will be discussing may deal with sensitive or controversial topics. You are always allowed to present your perspective on a topic or introduce a specific reading of a text, but **any disrespect towards, or harassment of. others will not be tolerated and will result in you being asked to leave the classroom, marking you absent for the day.**

### ***Mode of Submission for Papers***

All papers you write for this class, but especially final drafts of assignments, should feature polished writing and reflect your best effort. In addition, your papers must conform to basic MI\_A format\*. This means your papers must meet the following basic formatting guidelines:

- Your name and other relevant information (course title, name of instructor, date) on the **top left-hand** side of the page
- Original or creative title for assignment (something that goes beyond “Reading Response 1,” “ENC 1145 Midterm,” etc.)
- 12 point Times New Roman font, double-spaced
- 1 inch margins all around
- MLA style headers with your last name and page number on the top right side of the page, beginning with second page
- MLA-style citations (in-text, and at the end of your paper on a separate Works Cited page)

\*If you are not familiar with MI\_A format, it is your responsibility to consult the recommended course text, ***Reading and Writing about Literature***, or the resources available at the [Purdue OWL website](#).

All files for final drafts of papers need to be named according to the specifications on the respective assignment sheet and submitted as MS Word (.doc) or Rich Text Format (.rtf) documents (no Pages for Mac files, please) to the indicated location on Canvas. In addition, any requested hard copies of assignments should be submitted in a professional manner (i.e. pages stapled, and no dirty, wrinkled, or torn pages).

<p><b>Note:</b> E-mailed assignments are <b>not</b> <u>accepted</u>, and failure of technology (computer/printer/internet issues) is not an excuse for failing to turn in work on time!</p>
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### ***Late Work Policy***

As indicated in the ***Attendance Policy*** section of this syllabus, students are responsible for submitting assignments online/in class by the assigned date and time, unless other arrangements have been made with me ahead of time. Work turned in after the given deadline **will be considered late and will be penalized by ONE (1) letter grade for every day (Mon.-Sun.) it is late** out of fairness to those students who turned in the assignment by the deadline.

### ***Paper Maintenance Responsibilities***

Students are responsible for maintaining copies of all work submitted in this course and retaining all returned and graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student’s responsibility to have and to make available this material.

Students should also get in the habit of carefully naming and saving all writing assignments and paper drafts not only on a computer, but also on a flash drive, external hard drive, and/or a cloud-based service like Dropbox or Google Docs.

### ***Final Grade Appeals***

If a student has any disagreement about their final grade, they should contact me first to arrange a conference. If our discussion does not resolve the matter, the student may appeal their final grade by filling out a form available from Carla Blount, Department of English Program Assistant. **Please note that grade appeals apply to final semester grades, not individual assignment grades, and may result in a higher, unchanged, or lower final grade.**

### ***Academic Honesty***

As a University of Florida student, your performance is governed by the [UF Student Honor](#)

Code. The Honor Code requires students to neither give nor receive unauthorized aid in completing all assignments. Violations of the Honor Code include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

**Note:** Academic dishonesty also includes re-submitting for credit the exact same assignment that has been submitted in a different course or a different section of a course, **EVEN** if it is your own work.

This class has a **zero tolerance** policy for plagiarism and other forms of academic dishonesty. For example, upon its submission to Canvas, each student's work will be tested for its originality by Turnitin.com, which compares student papers to other papers submitted to the University, as well as other content in its database. A negative report from this service may constitute **PROOF** of plagiarism, and if you are found to have plagiarized, you will fail the respective assignment. You may also fail the class and/or be reported to the university, depending on the severity of the case.

**Important Tip:** You should never copy words from a book, article, or the internet without also providing the exact location from which they originated.

### ***Electronics Policy***

During class, students are required to place cell phones on ***silent mode***. If I see you texting or using your phone during class, I may ask you to leave the classroom, marking you **absent** for the day. In addition, lack of engagement/participation during discussion or other class activities due to phone use will result in me taking points off the respective assignment or activity, which will in turn affect your ***In-Class Work and Homework*** grade.

Other electronic devices, such as laptops and tablets can be used to take notes, look up information, access course readings, and work on assignments when class time is provided to do so. Please use these devices prudently. Spending all class on your electronic device without participating in our discussions is unacceptable. If I see that these devices are being misused, you will be asked to leave them outside of class.

### ***Personal Emergencies***

If you ever have a personal emergency that requires you to step outside for a moment or leave class early, please discuss it with me ahead of time. Otherwise, you may be marked absent.

### ***E-mails***

All emails addressed to me should be sent from your UF email address **only and be** written in a professional tone that follows rules of grammar and etiquette. Along with your message, please include: a clear subject line, a proper salutation, and a signature that includes your name. I typically respond to emails within 24 hours, but if you have a time sensitive question, it may be better for you to speak to me before or after class, or come to my office hours.

### ***Conferences***

While all students are **required to** attend conferences with me as part of their preparation for the ***Midterm Paper*** and the ***Research Paper*** assignments, in general, students are encouraged to attend my office hours if they have questions about their progress in the class, or have any other course-related concerns or suggestions. In addition, conferences are frequently the best way for students to continue to discuss readings, improve their understanding of the course

material, and organize their ideas in regards to writing assignments. If there is a time conflict with my posted office hours, please contact me in advance to arrange a suitable time when we can meet.

### **University Writing Studio**

The University Writing Studio is located in Tigert 302 and is available to all UF students who are looking for additional assistance on writing assignments. See the following link for details and to schedule an appointment: <http://writing.ufl.edu/writing-studio/>

### **Students with Disabilities**

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the [Disability Resources Center \(PRC\)](#), located in Reid Hall 001. That office will provide documentation to the student, who must then provide this documentation to me when requesting accommodation.

### **Statement on harassment**

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more on UF policies regarding harassment, visit:

[http://www.ufsa.ufl.edu/faculty\\_staff/fees\\_resources\\_policies/sexual\\_harassment/](http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/)

### **UF online evaluation process**

UF students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at: <https://evaluations.ufl.edu/evals/Default.aspx>. Evaluations are typically open during the last two-three weeks of the semester, but students will be given specific times when evaluations are open.

## **COURSE SCHEDULE**

The following schedule is tentative and subject to change (with advance notice) throughout the semester. **Please attend class regularly to be aware of any announcements or updates to this schedule and note that the most up-to-date version of the course schedule will be posted on [Canvas](#).** All assignments and readings are due the day they are listed.

**Note:** Asterisks indicate readings that are posted on Canvas or are available online.

### **Week 1 :**

W, Jan. 6 - Introductions

What is "work"?

F, Jan. 8-**Discuss:** Alana Massey, "[The Lame. Classist Argument Against Raising the Minimum Wage.](#)" from *Pacific Standard* (Nov. 24, 2015)

*Reading and Writing about Literature*

*Introduce Reading Response Assignment*

### **Week 2:**

M, Jan. 11 - \* **Discuss:** Studs Terkel, "[Introduction,](#)" from *Working: People Talk About What They Do All Day and How They Feel About What They Do* (1990)

*Sign up for presentations*

W, Jan. 13 -\* **Discuss:** Herman Melville, "Bartleby, the Scrivener" (1853)

**Reading Response # 1 Due**

F, Jan. 15 - **Discuss:** Upton Sinclair, The Jungle (1906): Ch. 1-4

**Week 3:**

M, Jan. 18 - Holiday, **NO CLASS**

W, Jan. 20 - **Discuss:** Sinclair, The Jungle, Ch. 5-10

*Introduce Career Showcase Report Assignment*

F, Jan. 22 - **Discuss:** Sinclair, The Jungle, Ch. 11-14

**Week 4\*:**

M, Jan. 25 - **Discuss:** Sinclair, The Jungle, Ch. 15-17

**\*The Spring 2016 Career Showcase will be held on January 26 (Non-technical day) & 27 (technical day), from 9:00 am to 3:00 pm in the O'Connell Center.**

W, Jan. 27 - **Discuss:** Sinclair, The Jungle, Ch. 18-20

F, Jan. 29 - **Career Showcase Report Due**

**Discuss:** Sinclair, The Jungle, Ch. 21-23

**Week 5:**

M, Feb. 1 - **Discuss:** Sinclair, The Jungle, Ch. 24-25

W, Feb. 3 - **Discuss:** Sinclair, The Jungle, Ch. 26-27

F, Feb. 5 - **Discuss:** Sinclair, The Jungle, Ch. 28-31

**Week 6:**

M, Feb. 8 - \* **Discuss:** Robert H. Zwieger & Gilbert J. Gall, "Chapter 1: The New Industrial Regime." from *American Workers, American Unions*, 3<sup>rd</sup> ed. (2002)

*Introduce Midterm Paper Assignment*

W, Feb. 10 -\*\* **Discuss:** David R. Roediger, "Ch. 1 - On Autobiography and Theory: An Introduction." from *The Wages of Whiteness* (2007); **AND** Ralph Ellison, selection from *Invisible Man* (1952), from *Labor Days: An Anthology of Fiction about Work* (2000)

F, Feb. 12 - **Discuss:** Sylvia Plath, *The Bell Jar* (1963): Ch. 1-4

**Week 7:**

M, Feb. 15-**Discuss:** Plath, *The Bell Jar*, Ch. 5-8

W, Feb. 17 - **Discuss:** Plath, *The Bell Jar*, Ch. 9-12

F, Feb. 19 - **Midterm Pajer Conferences**

**Week 8:**

M, Feb. 22 - **Discuss:** Plath, *The Bell Jar*, Ch.13-14

W, Feb. 24 - **Discuss:** Plath, *The Bell Jar*, Ch. 15-17

F, Feb. 26 - **Midterm Paper Peer Review due before class**

**Discuss:** Plath, *The Bell Jar*, Ch. 18-20

**Week 9:**

M, Feb. 29 - **Spring Break, NO CLASS**

W, Mar. 2 - **Spring Break, NO CLASS**

F, Mar. 4 - **Spring Break, NO CLASS**

**Week 10**

M, Mar. 7 - **Midterm Paper Due**

\* **Discuss:** Toni Morrison, selection from *Beloved* (1987), from *Labor Days: An Anthology of Fiction about Work* (2000); **AND** Angela Y. Davis, "Ch. 2: Slavery, Civil Rights, and Abolitionist Perspectives Toward Prison," from *Are Prisons Obsolete?* (2003)

*Introduce Research Paper Assignment*

W, Mar. 9 - \* **Discuss:** Davis, "Ch. 5: The Prison Industrial Complex." from *Are Prisons Obsolete?* (2003)

F, Mar. 11 - \* **Discuss:** Junot Diaz, "Otravida, Otravez," from *This is How You Lose Her* (2012)

**Reading Response # 2 Due**

**Week 11**

M, Mar. 14 - \*\* **Discuss:** Bea Maisky, "Managing Hearts with Kim and Flo," from *The New Inquiry Vol. 42: Fun* (July 2015); **AND** Rose Hackman, "Women are just better at this stuff: is emotional labor feminism's next frontier?" from *The Guardian* (Nov. 8, 2015)

W, Mar. 16 - \* **Discuss:** Melissa Giro Grant, "Ch. 4: The Debate," from *Playing the Whore: The Work of Sex Work* (2014)

F, Mar. 18 - \* **Discuss:** Junot Diaz, "Edison, New Jersey," from *Drown* (1996)

**Week 12**

M, Mar. 21 - \* **Discuss:** Jonathan Crary, "Chapter 1," from *24/7: Late Capitalism and the Ends of Sleep* (2013)

W, Mar. 23 - **Discuss:** Chuck Palahniuk, *Fight Club* (1996): Ch. 1-6

F, Mar. 25 - **Research Paper conferences**  
**Annotated Bibliography due beforehand**

**Week 13**

M, Mar. 28 - **Discuss:** Palahniuk, *Fight Club*, Ch. 7-10

W, Mar. 30 - **Discuss:** Palahniuk, *Fight Club*, Ch. 11-15

F, Apr. 1 - **Discuss:** Palahniuk, *Fight Club*, Ch. 16-18

**Week 14**

M, Apr. 4 - **Discuss:** Palahniuk, *Fight Club*, Ch. 19-24

W, Apr. 6 - **Discuss:** Palahniuk, *Fight Club*, Ch. 25-Afterword\*

**\*Suggested viewing:** *Fight Club* (1999) dir. David Fincher

F, Apr. 8 - \* **Discuss:** George Saunders, selection from *Pastoralia* (2000), from *Labor Days: An Anthology of Fiction about Work* (2000)

**Reading Response # 3 Due**

**Week 15**

M, Apr. 11 - \* **Discuss:** Kathi Weeks, "Introduction: The Problem with Work" from *The Problem with Work: Feminism, Marxism, Antiwar Politics, and Postwar Imaginaries* (2011)

W, Apr. 13 - \* **Discuss:** Michael Denning, "Wageless Life." from *New Left Review* 66 (Nov.-Dec. 2010)

F, Apr. 15 - **Research Paper Workday**

**Week 16**

M, Apr. 18 - **Research Paper Peer Review due before class**

W, Apr. 20 - Last Day of Class

**Research Paper Due;** Course Wrap-up