

**ENGL 392 (Section #32829R): Fall 2019**  
**Professor Gambrell**  
**414 Taper Hall**  
[gambrell@usc.edu](mailto:gambrell@usc.edu)

**Class meetings: T/Th 9:30-10:45, VKC 207**

**Office Hours: T/Th 2-3, and by appointment**

**In a 2010 exhibition titled *The Dissolve*, curators Sarah Lewis and Daniel Belasco drew attention to work by artists whose “hybrid practice of homespun plus high-tech” had recently emerged in a range of forms including print literature, live performance, 2-dimensional visual art, and film. Taking a close look at work by artists whose traditional practice has been invigorated by experimental encounters with digital media, we will develop our awareness of digital/analog mixtures as they have appeared in print-based literature, cinema (including animation), painting, and interactive design. This course also serves as an exploratory introduction to the emerging field of the “Digital Humanities.” As such, we will consider at length the complicated interrelationships between “the digital” and “the humanities,” rather than viewing one as a mere supplement to (or opponent of) the other.**

These books are on order at the University Bookstore; you are welcome to purchase them elsewhere (and might be able to find a better price). You should read all of these assignments in the print version (not as e-books). Bring your books or handouts to class with you on the day they are assigned. Phones and laptops should be turned off during class unless we are using them in conjunction with the course material (I will let you know in advance if this will be the case).

Annie Baker, *The Flick*  
Jennifer Egan, *A Visit From the Goon Squad*  
Dave Eggers, *The Circle*  
Jeanette Winterson, *Written on the Body*  
Alejandro Zambra, *My Documents*

\*Some additional readings will be provided in handouts

\*\*Please note: Readings and assignments are due on the date listed on the syllabus

## **Week One**

### **T August 27 Introduction**

**Th August 29** Jim Nelson, “A Concordance of One’s Life” (handout)

## **Week Two**

**T September 3** Jeanette Winterson, *Written on the Body*, pp. 1-111  
**Distribution and discussion of prompt for essay #1**

**Th September 5** Winterson, *Written on the Body*, pp. 112-end

### **Week Three**

**T September 10** Winterson, *Written on the Body* (conclude)

**Th September 12** Katherine Hayles, "Hyper and Deep Attention: The Generational Divide in Cognitive Modes" (handout); Johanna Drucker, "Art" (handout)

### **Week Four**

**T September 17** **ESSAY #1 DUE IN CLASS**

**Th September 19** Shelley Jackson, "Skin" at <http://ineradicablestain.com/skin-quilt.html>

Jackson, "Snow" at <https://www.instagram.com/snowshelleyjackson/>

### **Week Five**

**T September 24** Alejandro Zambra, "My Documents," "Camilo," "Long Distance," "True or False," "Memories of a Personal Computer"

**Th September 26** Zambra (continued)

### **Week Six**

**T October 1** \*Ian Bogost, "Art" (handout)

Rod Humble, "The Marriage" (download for Windows at <http://www.rodvik.com/rodgames/marriage.html>, or watch the gameplay at [https://www.youtube.com/watch?v=lhdKYAtZ3\\_Y](https://www.youtube.com/watch?v=lhdKYAtZ3_Y)

Jordan Magnuson, "Freedom Bridge" at <http://www.necessarygames.com/my-games/freedom-bridge/flash>

Magnuson, "Loneliness" at <http://www.kongregate.com/games/jordanmagnuson/loneliness>

**Th October 3** Humble, Bogost, Magnuson (conclude)  
**Distribution and discussion of essay #2 prompt**

### **Week Seven**

**T October 8** Jennifer Egan, *A Visit from the Goon Squad*, pp. 1-108

**Th October 10** Egan, *A Visit from the Goon Squad*, pp. 111-233

### **Week Eight**

**T October 15** Jennifer Egan, *A Visit from the Goon Squad* (conclude)  
Edward Tufte and David Byrne, discussion of PowerPoint published in *Wired* magazine (handout)

**Th October 17**  
**FALL RECESS HOLIDAY**

### **Week Nine**

**T October 22** Begin Annie Baker, *The Flick*

**Th October 24** Annie Baker, *The Flick* (conclude)

### **Week Ten**

**T October 29**  
**ESSAY #2 DUE IN CLASS**

**Th October 31** Scott McCloud, *Understanding Comics: The Invisible Art*, chapters 1-3 (handout)

Allie Brosh, web comics at <http://hyperboleandahalf.blogspot.com>

"The Party" <http://hyperboleandahalf.blogspot.com/2010/09/party.html>

"The God of Cake" <http://hyperboleandahalf.blogspot.com/2010/10/god-of-cake.html>

"Wolves" <http://hyperboleandahalf.blogspot.com/2011/01/wolves.html>

"Menace" <http://hyperboleandahalf.blogspot.com/2013/10/menace.html>

### **Week Eleven**

**T November 5**

**Distribution and discussion of final project prompt**

**Th November 7** Dave Eggers, *The Circle*

### **Week Twelve**

**T November 12** Eggers, *The Circle* (continue)

**Th November 14** Eggers, *The Circle* (conclude)

### **Week Thirteen**

**T November 19** Ted Chiang, "Story of Your Life"

**Th November 21** *Arrival*

### **Week Fourteen**

**T November 26** Reading Quiz

**Th November 28**

**THANKSGIVING HOLIDAY**

### **Week Fifteen**

**T December 3**

**PRESENTATION OF FINAL PROJECT DRAFTS**

**Th December 5**

**PRESENTATION OF FINAL PROJECT DRAFTS**

## **FINAL EXAMINATION**

**Th, December 12, 11am –1 pm. MEET IN THE REGULAR CLASSROOM.**

**At the final examination meeting, you will present your finished projects, and turn in your projects and commentaries.**

**PLEASE NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE AT THE PROFESSOR'S DISCRETION.**

### **Ground Rules and Grade Tabulations:**

It is very important that you come to class on time with your assignment prepared, and that you are ready to participate in discussion. Keep up with the readings! You will thank yourself for doing this when the mid-term rolls around.

Grade Weights:

Project One (essay): 15%

Project Two: 25%

Project Three: 30%

Quiz #1: 10 %

Quiz #2: 10%

Class Participation: 10%

Class attendance is required. Excessive absences (more than three) will have a substantial impact upon your final grade.

Plagiarism will result in a grade of "F" for the course. Please feel free to come to me with questions about what constitutes plagiarism.

**PLEASE NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE AT THE PROFESSOR'S DISCRETION.**

## **STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

Academic Conduct: Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems: Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255 Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086 Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710 Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/> Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. A student responsible

for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action. These strictures may extend to behaviors outside the classroom that are related to the course.

**Emergency Preparedness/Course Continuity in a Crisis** In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.