

FALL 2022- COML5110 - 640

College Hall 311F

Wed. 5:15-8:14

Dr. BATSHEVA BEN-AMOS

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LIFE WRITING: AUTOBIOGRAPHY, MEMOIR AND THE DIARY

the many ways of writing the self

Course description:

This course presents several genres of life writing: autobiography, memoir, diary, autofiction, and online diaries.

In the course we delve into genre theory, and the ways the different genres impact memory issues, the relation to time, the construction of self, matters of truth and fiction, and the communication between writer and reader. We will examine the historical changes that occurred over time in seeing the self of the autobiographer as autonomous and 'authentic' to the relational self and examine the subject of truth and fiction in life writing.

For the autobiography we will look at the literary-historical shifts that occurred in Autobiographies from religious confession through the secular Eurocentric Enlightenment men, such as Jean Jacques Rousseau and Benjamin Franklin and advanced to women writers such as Harriet Anne Jacobs, a member of marginal oppressed groups. Of particular interest are the techniques used to motivate potential readers to empathize with the writer, despite of being the 'other'.

Subsequently we shall study the rise of the modern memoir, asking how it is different from this form of writing that existed already in the Middle Ages. Has the modern memoir become a political tool in the hands of its writers? We will ponder questions of time and narrative as well as the expansion of autobiographical writing into autofiction.

The next genre, the diary, is a first-person account, organized around the passage of time, and its subject matter is in the present. We shall ponder whether the perception that autobiography is a male genre, while the diary is women's genre is correct.

Here we will examine an early canonical text that became a model of diary writing. And ask how is writing the 'self' varies in different contexts. Diarists approach their individual self differently in times of collective suffering as war, hunger, and occupation versus normal times. The reading will include personal diaries in different historical periods and countries, with an emphasis on diaries in political conflict. We will touch upon changes that occur in an original diary manuscript as it is edited for publication and the inconsistencies of different editions of the same manuscript.

We will conclude with diaries online, asking if and how they are different from the diary written on paper.

Specific reading and written assignments will be posted in the syllabus and on Canvas. Students will post their responses on the Canvas forum. These responses will be discussed during our weekly meetings.

The course assignments will consist of short writing assignments related to the readings, one class presentation and a final paper. Instructions related to stages of developing the paper will be given on Canvas with the assignments.

There will be no exams.

READING-LIST OF AUTOBIOGRAPHIES, MEMOIRS, and DIARIES:

Autobiographies

1) *The Confessions of Jean Jacques Rousseau*, online:

<https://proxy.library.upenn.edu:7976/lib/upenn-ebooks/detail.action?docID=992930>

There are 12 volumes 1765-1769 which were published from 1782-1789. We will analyze a selection.

2) The Autobiography of Benjamin Franklin (covers 1771-1790) online:

Project Gutenberg EBOOK- Autobiography of Benjamin Franklin:

<http://www.gutenberg.org/files/20203/20203-h/20203-h.htm>

3) Harriet Ann Jacobs, *Incidents in the Life of a Slave Girl*. Online:

<https://books.google.com/books?id=1RwEAAAAYAAJ&dq=Incidents%20in%20the%20Life%20of%20a%20Slave%20Girl&pg=PR4#v=onepage&q&f=false>

4) Sally Morgan, *My Place*. Fremantle Arts Center Press: Western Australia, 1987

Memoirs

5) Anne Clifford, *The Memoir of 1603 and The Diary of 1616-1619*. Ed. Katherine O. Acheson, Broadview editions (2007).

6) Annie Ernaux, *The Years*. Seven Stories Press (2008).

Autofiction

7) Rachel Cusk, *Outline*. Picador Farrar, Straus, and Giroux (2014).

Diaries

8) Samuel Pepys, *The Diary of Samuel Pepys*. Eds. Robert Latham and William Mathews, University of California Press, Berkley (1970).

9) Dawson, Sarah Morgan, *A Confederate Girl's Diary*. On line
http://www.bookrix.com/book.php?bookID=librarian_1256644958.1516859531&p age=17&preview=&MaxW=1680&tm=1256645393&zoom=1

10) Chaim Kaplan, *Scroll of Agony, the Warsaw Diary of Chaim Kaplan*. Indiana University Press, 1999.

I suggest getting items 4, 5, 6, 7, 10 ahead of time. Other items are online or in Van Pelt library.

WEEK 1- August 31, 2022 – INTRODUCTION

- 1) Introduction of each other and the course.
- 2) Discussion of all assignments of the course.
- 3) Presenting to students the list of autobiographies, memoirs and diaries.
- 4) Q & A
- 5) A Canvas tour:
 - a) Go to syllabus
 - b) Go over 2-3 weeks, review readings, writing and listening assignments, where to post, peer comments, where?
 - c) Links for further questions, the online team, and benamos@upenn.edu
 - d) Q&A.
- 6) Final paper: Select a diary or an autobiography, a memoir or an autofiction book, different from those (to be) studied in class, to analyze in your paper.

Discuss your choice with me and once approved, start to analyze. Support all your arguments with appropriate quotes. Use our class discussions, concepts learned, your class readings and outside readings.

Your paper must contain some form of **close analysis** of its primary source materials, from which it must cite **directly** in the form of quotations.

- You must use **critical terms** accurately and in ways that support your argument.
- You must incorporate references in the form of **direct** quotations from **at least four** secondary sources related in some way to your topic.
- You must document **all** your sources using **MLA** style.
- Write with the aim of being understood. Use clear **topic sentences** and **transitions** in your paragraphs. **Proofread** carefully to catch grammatical/syntactical problems and typos.

Required reading and listening for next week:

I-Watch/Listen to a video (John Pollack on Benjamin Franklin)

(See Modules on Canvas)

II-Autobiographical texts:

Rousseau's confessions and Franklin's autobiographies. **See link.**

1) *The Confessions of Jean Jacques Rousseau*, online:

<https://proxy.library.upenn.edu:7976/lib/upenn-ebooks/detail.action?docID=992930>

There are 12 volumes 1765-1769 which were published from 1782-1789. We will analyze a selection. Please read: Introduction and books: I, VI, VII.

[If you cannot get the text through this link, go to UPenn Franklin catalog, and seek in the catalog under author Rousseau Jean-Jacques. It is an online text.]

2) The Autobiography of Benjamin Franklin (covers 1771-1790) online:

Project Gutenberg EBOOK- Autobiography of Benjamin Franklin. Read Introduction and parts: I, II, III, IX, XI, XIII, XIV, XVIII. (They are short chapters):

<http://www.gutenberg.org/files/20203/20203-h/20203-h.htm>

For comparison Saint Augustin's confessions 4th century: Just skim through it to get an idea about the difference of the two most famous autobiographical confessions in the canon:

https://books.google.com/books?id=_wusCvC4yOcC&pg=PR17#v=onepage&q&f=false

III- Conceptual articles

- 1) James Olney, "Autobiography and the Cultural Moment: A Thematic, Historical and Bibliographical Introduction." In: Ricia Anne Chansky and Emily Hipchen, Eds. *The Routledge Autobiography Studies Reader*. Routledge, (2016): 5-14. **On Canvas**
- 2) George Misch, "Conception and Origin of Autobiography" in the Routledge Reader, (2016): 15-23. **On Canvas**
- 3) Eugene Stelzig, "Is there a Canon of Autobiography?" in the Routledge Reader, (2016): 59-65. **On Canvas**

Assignment:

Blog 1: Read the above articles. In 400 words summarize the main arguments made by the author of each article and write a response to two of them. When completed post on your Canvas.

Due: September 4 (Sunday), 2022- 11:59 p.m.

For: Everyone

Blog 2: Later in the semester you will be asked to present in class an online personal diary/blog. It is toward the end, it's a lot of fun and students in past classes enjoyed it. I suggest starting now, so that you will have time to plan and prepare. It is a creative project. It can be a video, blog, pictures. It needs to include text. Include a description of the process of creating the audio/video portions of your project, the theme and purpose of your blog, your audience, and interactions. Be aware that your entries may be accessible to an online audience.

Due: See syllabus.

Grades will be assigned after the presentations.

I also suggest that you start writing a handwritten personal diary in a paper notebook or on loose pages. It can include a travel diary or a professional diary, diary related to your semester courses or a private diary. You can consult the book by Tristine Rainer: *The New Diary*, Penguin (2004 edition) for diary-writing ideas. Write two or more entries per week. Those of you who have been writing diaries can continue and write in your diaries.

You will then be able to compare at the end of the semester your experiences in using the two media.

Post: nothing.

WEEK 2 – September 7, 2022–WHAT IS AUTOBIOGRAPHY

The class subject is what is autobiography and historical beginnings. We will read and discuss sections from the two eighteenth century autobiographies, and the articles. – [read together Rousseau](#).

Required reading and listening for next week

I- Listen to lecture 1 what is Autobiography

II- Read:

a. An Autobiography

Harriet Ann Jacobs' autobiography: *Incidents in the Life of a Slave Girl*. See **link**

b. Conceptual articles

1) James Olney, "Some Versions of Memory/Some Versions of Bios: The Ontology of Autobiography," In Olney Ed. *Autobiography, Essays Theoretical and Critical*.

Princeton University Press, (1980): 236-267 **on Canvas**

2) Sidonie Smith and Julia Watson, "Autobiographical Truth" in *Reading*

Autobiography. University of Minnesota Press, (2001): 15-18; 22-30 **on Canvas**

3) George Gusdorf, "Conditions and Limits of Autobiography" in Routledge

Reader (2016): 24-30 **on Canvas**

4) Philippe Lejeune, "The Autobiographical Pact" in Routledge Reader (2016): 34-

48 **on Canvas**

5) Philippe Lejeune, *On Autobiography*. University of Minnesota Press, (1989):

119-137 **on Canvas**

Assignment:

Blog 1: Read the above autobiography (The introduction by the editor too) and jot down your thoughts and comments.

Blog 2: Read and summarize the arguments made by Gusdorf and Lejeune and criticize or support the statements of each. Explain your position. **Post on Canvas.**

Due: September 11, 2022- 11:59 p.m.

For: Everyone.

Blog 3: Please discuss the issues concerning 'Autobiographical Truth' according to the four articles you have read. When completed, post on Canvas.

Due: September 11, 2022- 11:59 p.m.

For: Everyone

Blog 4: In this post you will respond to peers' blog posts. Your respond should be no less than 100 words. **You must do a minimum of two responses per week throughout the semester. Critical posting is due by 12 noon a day before the class. It will count toward your participation through the semester and will earn points.**

Due: September 13, 2022- 12 noon

For: Everyone.

WEEK 3 – September 14, 2022–

CONTINUE: WHAT IS AUTOBIOGRAPHY & AUTOBIOGRAPHICAL TRUTH

The class subject: Memory and the autobiographical truth.

We will re-visit relevant sections in previous autobiographies and discuss Jacobs'.

Class will begin the discussion of the differences between older and newer models of autobiography.

Required reading for next week:

I- Autobiography

Sally Morgan, *My Place*. Fremantle Arts Center Press: Western Australia, 1987, **Amazon.**

II-Conceptual articles

1. Sidonie Smith, *Subjectivity Identity and the, Women's Autobiographical Studies in the Twentieth Century*. Indiana University Press (1993): 1-23; 24-52. **On Canvas**
2. Paul John Eakin, *How Our Lives Become Stories*. Cornell University Press (1999): 1-141. **Amazon.**
3. Smith and Watson, "Expanding Autobiography Studies" in *Reading Autobiography*. (2010): 193-234; 38-42; 54-61. Online access: <https://ebookcentral-proquest-com.proxy.library.upenn.edu/lib/upenn-ebooks/detail.action?pq-origsite=primo&docID=310562>
Amazon.

Assignment:

Blog 1: Read the above autobiography

Blog 2: Reading Sally Morgan's autobiography and the articles and having listen to the audio, what major changes were occurring in the field of autobiography research? Use sources from the required readings (3 quotes) and outside sources (at least 1 quote), to back up your arguments. Outside sources should be similar in quality to the readings we have discussed in class. Citations should be MLA formatted. In text citations are to be incorporated throughout the response. Your response should have no less than 600 words. When completed post it on Canvas.

Blog 3: Compare and discuss Eakin's 'relational model' to Gusdorf's model of selfhood.

Due: September 18, 2022- 11:59 p.m.

For: Everyone

Remember to post responses to peers by September 20 at noon.

WEEK 4 – September 21, 2022- TRANSITIONS in AUTOBIOGRAPHY

Discussion of readings, developments in the understanding of the self, the autobiographical subject, identity, and agency. Transitions in autobiographies.

Required reading and listening for next week:

I- Listen to a linked audio lecture

II a) Read Memoir

1) The memoir and diary of Lady Ann Clifford. **Amazon.**

b) Conceptual readings:

1) Julie Rak, “Are Memoirs Autobiography? A Consideration of Genre and Public Identity” in *Genre*, 36 (Fall/Winter 2004): 305-326—**on Canvas**.

2) G. Thomas Couser, *Memoir, an Introduction*, Oxford University Press (2012): 3-53; 169-183. Online in library: <https://academic-oup-com.proxy.library.upenn.edu/book/12076> **Amazon**.

Assignment:

Blog 1: Read the introduction to as well as Ann Clifford’s memoir and diary. What seem to be the differences between the two genres she used? Pay attention to themes, her presentation of self, goals in writing, and the audience. When completed, post on Canvas.

Due: September 25, 2022, by 11:59 p.m

For: Everyone

Blog 2: Now, that you have read a bit and discussed in class concepts such as generic expectations, autobiographical truth, individual and collective identity, writing for oneself and for an audience, I’d like you to discuss critically, in no less than 400 words, Rak’s article and Couser’s assigned pages. How does each of them define the memoir, understand the rise of the modern memoir, and deal with the notion of ‘identity’?

Due: September 25, 2022- 11:59 p.m.

For: Everyone

WEEK 5 – September 28, 2022- THE MEMOIR

Class discussion: how the memoir is different than autobiography. The problem of genre.

Required reading and listening for next week:

I- a) Read a Memoir

Annie Ernaux, *The Years*. Seven Stories Press (2008). Van Pelt Library;
Amazon

b) Conceptual readings:

1) Smith and Watson, *Reading Autobiography*. (2010): 27-30 (on memory and

trauma), **book and on Canvas.**

2) Alex Zwerdling, *The Rise of the Memoir*. Oxford University Press (2017): 1-7; 148-184 **on Canvas**

3) Julie Rak, *Boom, Manufacturing Memoir for the Popular Market*. Wilfrid Laurier University Press (2013). **Amazon** (The **introduction and Ch. 3 are online**).

4) <https://tessawooldridge.com/2020/08/25/hilary-mantels-giving-up-the-ghost-a-memoir/>

Assignment:

Blog 1: Consulting the readings assigned in the last two weeks, analyse, in no less than 600 words, Annie Ernaux's memoir. The memoir is written in the voice of "we". What does it mean? Support your arguments with appropriate quotes, using the MLA style. When completed post on Canvas as a written assignment.

Due: October 2, 2022- 11:59 p.m.

For: Everyone.

Blog 2: Comment in no less than 400 words, incorporating your readings from Smith and Watson pp. 38-61 as well as Rak's about the memoirist's identity conflict and its resolution. Post it on Canvas.

Due: October 2022- 11:59 p.m.

For: Everyone

Blog 3: In her review of Rak's *Boom*, Helen M. Buss writes:" In her "Introduction" Rak admirably works her way through a theorization of genre as an organizing set of principles" for understanding the production and consumption of the product that is memoir, genre understood as a function that "works in the background of all kinds of utterances and acts, constructing, constricting, and allowing what can be thought altogether". This consideration of genre, not from the point of view of the creative struggle that yields the memoir but from the place it takes up in the larger culture is a well referenced and original discussion of genre as social act, and worth more than one reading before venturing into Rak's chapters. Her most important insight, in my estimation, is that, generically, memoir is about connection between individual and group—that, at its generic best, it is about "citizenship" not "narcissism"—and that this is the generic "key" to understanding why the form is so popular, and why some resist its very existence." (*Biography*, Volume 37, Number 3, Summer 2014, pp. 791-794).

After reading the book please answer: what does Helen Buss mean? What is the

contribution of Rak to our understanding of the genre of the modern memoir, according to her? Post your answer on Canvas.

For: Everyone.

Due: October 2, 2022- 11:59 p.m.

Do not forget to continue and respond to at least two peers' blog posts per week.

WEEK 6 – October 5, 2022- THE MEMOIR (Continued)

(This week class will meet from 7-8:15 p.m. after Yom-Kippur)

Discuss readings and weekly posts. Historical developments in the genre.

Required reading and listening for next week: (on autofiction)

I- A novel

Rachel Cusk, *Outline*. Picador Farrar, Straus and Giroux (2014). **Amazon**.

II- Articles

1) Sam Ferguson, "Autofiction Writing Lives"

<https://doi.org/10.1017/9781108683920.044> This link will lead you to the book. If you cannot access the chapter by Ferguson here, get it through the library's catalog.

2) Find and read on your own (unassigned articles/books) about autofiction.

Assignments:

Blog 1: a. What did you learn about Rachel Cusk (her feelings, thoughts, life, issues) from the stories people shared with the narrator? Bring evidence from the book.

b. What are the relations between reality or actual experience and fiction in *Outline*?

c. There are two chapters in the book in which the author teaches us how to write autofiction. What have you learned from them?

Blog 2: What are the different historical/literary phases of development of

autofiction according to Sam Ferguson. Add to your discussion of autofiction ideas and quotes based on your external readings.

Due: October 9, 2022- 11:59

For: Everyone

WEEK 7—October 12, 2022— AUTOFICTION- ANOTHER KIND OF AUTOBIOGRAPHICAL WRITING

We will discuss your posts, the readings and how is the autofiction different from autobiography and the memoir. Reality versus fiction and what new options this form of writing opens?

Required reading and listening for next week:

I- Listen to a linked audio

II- Diary

Samuel Pepys, *The Diary of Samuel Pepys*. Eds. Robert Latham and William Mathews, University of California Press, Berkley (1970): Read: Vol. 1 (1660): Introduction up to page xcvi, pp. 1-35, 256-279; Vol. 9 (1669): 422-433, 462-504, 540-565. Also read from the Ely Lord Edition pp. 150-162 (1665 the plague), 184-190 (1666 London fire), 282-290 (1668 Deb). **All are on Canvas.**

All the diary's volume from 1660-1669—9 volumes are in Van Pelt library.

However, they are not online.

III- Conceptual Readings

1) Philippe Lejeune, *ON DIARY*. Eds. J. Popkin and J. Rak, University of Hawaii Press (2009): 147-210; **Amazon**

2) Robert Fothergill, *Private Chronicles: A Study of English Diaries*. Oxford University Press (1974): 1-127; Available **in Van Pelt Library, call number: PR908. F6. Put on reserve.**

3) Rachel, Cottam “Diaries and journals: General Survey” in ed. M. Jolly, *Encyclopedia of Life Writing Autobiographical and Biographical Writing*, vol. I, pp. 267-269. **On Canvas**

Assignment

Blog 1: Please read the pages assigned from Pepys's diary and write your comments and impressions. Apply relevant ideas and concepts from your readings. Post on Canvas.

Blog 2: Compare Fothergill's and Lejeune's conceptual perspectives and research methodology (in no less than 800 words) on the diary. What are the characteristics of the genre according to each? Post as an assignment for on Canvas

Due: October 16, 2022- 11:59 p.m.

For: Everyone

Blog 3(a): It is time to begin work on your first draft of your paper. In 500-600 words, draft an introduction that contextualizes your research problem and forecast what you plan to accomplish. Include purpose statement and a brief summary of the main claims you will present. Include a bibliographical list of at least 10 references and an interesting title that relates to your problem. Submit a post on Canvas; b) Read everyone's proposal (and take notes) and give me a list of 2 proposals that interest you, one of which you will review later. You will receive a list of issues to address in your reviews. The reviews will be due after the full first drafts are posted. This is only the phase in which students articulate what they plan to work on in their papers.

Due: October 16, 2022 – 11:59 P.M.

For: Everyone

WEEK 8—OCTOBER 19, 2022– PEPYS AND THE DIARY GENRE

Class discussion: main concepts from Lejeune; main concepts from Fothergill, the importance of the diary of Samuel Pepys. [How to analyze a diary?](#)

Required reading for next week:

I- Diary

Dawson, Sarah Morgan, *A Confederate Girl's Diary*. [Online link](#)

II- Conceptual Readings

1) Bunkers, Suzanne "Midwestern Diaries and Journals: What Women were (not) saying in the Late 1800's." **On Canvas.**

2) Amy Wink, *She Left Nothing in Particular, The Autobiographical Legacy of 19th Century Women's Diaries*, Knoxville: The University of Tennessee Press, 2001. PP. 2-81; 122-133. **On Canvas.** Pages 2-50 you may need to read in the library: Van Pelt Library. PS409. W56 2001. Put on reserve.

3) Jennifer Sinor, “Reading the Ordinary Diary”, *Rhetoric Review*, Vol. 21, No. 2 (2002): 123-149 **on Canvas**.

4) Edwards, Sarah “Women’s Diaries and Journals” in *Encyclopedia of Life Writing*, vol. II, pp. 950-952. **On Canvas**.

Assignment

Blog 1: Read Sarah’s diary and comment. Post on Canvas.

Due: October 23, 2022- 11:59

For: Everyone

Blog 2: Discuss in 600 words: what are the most important points that the first three authors (Bunkers, Wink, and Sinor) make? When completed upload it to Canvas.

Due: October 23, 2022- 11:59 p.m.

For: Everyone

Blog 3: Continue working on your diary/blog online project (to be presented in class later).

Post: Nothing

Continue to work on your drafts of the final paper and bibliography. At least 80% of the bibliography must be of actual books and articles. These may be read online, when available.

Post: Nothing yet.

WEEK 9—October 26, 2022 –19th CENTURY AMERICAN WOMEN’S DIARIES

Discussion of all final papers. Students are invited to comment on papers by peers and ask questions of each other. The purpose of this is to start getting you acquainted with the process of peer-review and cooperation. This will be considered as a part of your participation.

Class discussion of Sarah’s diary and the other readings.

Reading assignment for next week:

1) Desirée Henderson, *How to Read a Diary, Critical Contexts and Interpretive Strategies for 21st-Century Readers*. Routledge (2019). **Online in Van Pelt.**

2) Get a hold of: *The Diary of Anne Frank: The Revised Critical Edition*. English translation. Eds. David Barnouw and Gerrold Van Der Stroom. Amsterdam: Netherlands Institute for War Documentation, 2003. **In Ven Pelt Library, placed on reserve.** Browse through it, read several of the introductory articles. I also placed on Canvas a sample from the book.

3) Philippe Lejeune, “Auto-Genesis: Genetic Studies of Autobiographical Texts”, **and** “How Anne Frank Wrote the Diary of Anne Frank” In *On Diary* (2009): 213-266. **On Canvas**

Assignment

Blog 1: What is a genetic study of a diary? How is it conducted? Give examples. Use Lejeune’s articles and outside readings on the subject that back up your statements and arguments (At least one quote). Outside sources should be similar in quality to the readings we have discussed in class. Citations should be MLA formatted. In text citations are to be incorporated throughout. Your response should have no less than 700 words. When completed post it on Canvas.

Due: October 30, 2022- 11:59 p.m.

For: Everyone

Blog 2: What can be learned from the revised critical edition of the diary of Anne Frank about publishing diaries?

Due: October 30, 2022- 11:59 p.m.

For: Everyone

WEEK 10- November 2, 2022-Class visit at Van Pelt rare book collection to examine diary manuscripts.

We will meet on the 6th floor of Van Pelt (rare book collection floor) at 5:10 p.m. If we finish before 7 p.m. we shall return to class to watch together a video

prepared by John Pollack and then part. Otherwise, we will watch the video on the following week.

Week 11- November 9, 2022-FROM A MANUSCRIPT TO PUBLISHED BOOK.

Watch together a video by a librarian, discussing the importance of the handwritten diary manuscript (with examples) and its transition in publication. And we will discuss the readings and posts assigned on October 26.

Required reading for next week:

I- DIARY

Chaim Kaplan, *Scroll of Agony, the Warsaw Diary of Chaim Kaplan*. Indiana University Press, 1999. **Amazon**

ii – Conceptual Readings

- 1) Batsheva Ben-Amos, “The Holocaust Diaries”, **on Canvas**.
- 2) Horowitz, Sara, “Voices from the Killing Grounds” in *Voicing the Void*, State University of New York Press, (1997) 47-69, **on Canvas**.
- 3) Leociak, Jacek, *Text in the Face of Destruction, Accounts from Warsaw Ghetto Reconsidered*, Warsaw: ZIH, 2004, “place and circumstances of writing”, pp. 42-76; “between personal and impersonal manner of narration”, pp. 109-143, **on Canvas**.
- 4) Jennifer Sinor, “Inscribing Ordinary Trauma in the Diary of a Military Child” In *Biography*, Vol. 26, No. 3 (2003): 405-427. **On Canvas**

Assignment:

Blog 1: Analyze Kaplan’s diary: bring a historical context to the diary, the main themes of the diary, do they repeat or change? Rhythm of writing, style (telegraphic, addressing, internal dialogue, aphorisms proverbs, fragmentary composition, good writing, and colloquial writing), Kaplan’s identity (apply your readings and class discussions). Support all your arguments with appropriate quotes from the diary. Write no less than 1,200 words. When completed post it.

Due: November 13, 2022- 11:59 p.m.

For: Everyone

Blog 2: Summarize the main arguments of articles 1, 2, 3, and 4 and post your summaries on Canvas.

Due: November 13, 2022- 11:59 p.m.

For: Everyone.

WEEK 12—November 16, 2022 – DIARIES AND TRAUMA

We will discuss readings assigned on November 9, and your posts and analyze together Chaim Kaplan's diary.

Assignments for next week:

---Post an advanced draft of your final paper. The paper length should be 25 pages of polished writing. You can post your papers to your **Canvas groups' page**. Each student has chosen or was assigned 1 paper by another student to go over, to comment, critique and suggest how to improve the paper. You may post the comments to your group page as well. Again, the purpose of this is to get you acquainted with the process of peer-review and cooperation. This will be considered as a part of your participation.

Evaluation Checklist for Peer Review of Independent Research Project

Yes (+X points) No (-Y points)

Did you **restate your partner's thesis statement** in your own words?

Did you point out **at least one strength** in the draft?

Did you point out at least **one area for development** in the draft?

Did you comment on the use of **direct quotations from primary sources**?

Did you comment on the use of **direct quotations from secondary sources**?

Did you comment on the use of **critical terms**?

WEEK 13—November 23, 2022— Thanksgiving, class does not meet

Readings and assignment for next week (November 30):

- 1) https://en.wikipedia.org/wiki/Online_diary : check out the references.
- 2) Laurie McNeill, "Teaching an Old Genre New Tricks: The Diary on the Internet" *Biography*, 26 (2003): 24-47, **Online through Van Pelt**
- 3) Laurie McNeill and John David Zuern, "Online Lives 2.0: Introduction" *in Biography*, 38.2 (2015): 1-33 **Oline through Van Pelt**

4) Madeleine Sorapure, “Autobiography Scholarship 2.0: Understanding New Forms of Life Writing” *Biography* 38.2 (2015): 267-272 **on Canvas.**

Assignment:

Blog 1: Summarize the main arguments of articles 2, 3, and 4 and post your summaries on Canvas.

Due: November 27, 2022- 11:59 p.m.

Blog 2: Prepare your online blog/diary for class presentation. Include a description of the process in your creating the audio/video portions of your project, the theme and purpose of your blog, your audience, and interactions.

Due: In the presentation during next week (s).

Grades will be assigned after the presentations.

WEEK 14— November 30, 2022– ONLINE DIARIES AND BLOGS

Class will be dedicated to discussing all the papers (drafts).

We will discuss the articles assigned on November 23rd.

Will start students’ presentations and discussion of diaries/blogs online.

Completed presentations will be posted at the end of the class.

The presentations will continue the class after next.

Required reading for the following week:

I- Online Diary

Riverbend, Alia Mamdauh, *Baghdad Burning, Girl’s Blog from Iraq.* **Amazon**

II- Article

Kylie Cardell, “Read My Lips: Genre, Rhetoric, and the Baghdad Diaries of Nuha al-Radi.” *a/b: Autobiography Studies.* 27.2 (2012): 316-337 **on Canvas.**

Assignment:

Blog 1: In two pages write whether you agree or disagree with the methodology and arguments of Cardell and give the reasons. Support your claims, using transition sentences between paragraphs, refer to the article and outside sources in support of your claims. Post on Canvas.

Due: December 4, 2022- 11:59 p.m.

For: Everyone

Blog 2: Discuss the diary blog from Iraq using your readings from the last two weeks.

Due: December 4, 2022- 11:59 p.m.

WEEK 15—DECEMBER 7, 2022-- ONLINE DIARIES AND BLOGS
(Continued)

Discussion of the diary online and Cardell's article.

We will finish the presentations of the online projects of students and will compare writing diaries on paper and online. At the end of the class students will post their class presentations.

All final papers are submitted directly to me **as a text assignment (Send in an attachment via email, please)**.

The university's COVID 19 Protocol for the fall semester:

[Although] “mandatory testing and classroom masking mandates on campus were lifted, and testing was consolidated at one [PennCares](#) location at 3734 Spruce Street.

We strongly encourage everyone who is arriving on the Penn campus for the fall semester to self-test at home before arrival. PennOpen Pass will be discontinued and will no longer be required to access campus buildings or available for any other purposes. However, we will continue to provide PennCares testing at 3734 Spruce Street for members of the Penn community who are symptomatic or have recently been exposed, and the testing center also now offers at-home antigen tests.

Masks are recommended in indoor public settings for individuals with [underlying medical conditions](#) that make them more vulnerable to severe disease. As classes begin at the end of the month, instructors have the option to require masking in their classrooms and teaching spaces and should communicate that requirement in their course syllabus.”

Since someone in my household is immune compromised, I request that all participants in our course will be masked in the classroom. I thank you for your understanding.