NOTE: THIS SYLLABUS IS TENTATIVE. THE READINGS IN MOORE AND HACKER AND HOMEWORK HAVE NOT ALL BEEN DETERMINED. THE FINAL SYLLABUS WILL BE HANDED OUT THE FIRST NIGHT OF CLASS.

THE HISTORY OF DETECTIVE FICTION; OR, HOW TO STOP MURDERING YOUR PROSE

Course Syllabus

Course Objectives
According to Dorothy Sayers, a well-known author of detective fiction, “Detective fiction is the most moral literature we have.” Traditionally, the detective has avenged victims, restored the universe to order, and ensured that justice prevails. We will consider the social and political changes in English and American society which affected the ways in which authors and readers viewed crime, violence, and justice, and how those ideas evolved over time. Each text will be an introduction to historical trends of its period as well as changes in literary form and taste. Thus, discussion of The Murders in the Rue Morgue will include background readings in the development of the first police force in France and early developments in crime analysis such as phrenology and physical evidence. The Maltese Falcon can best be understood in light of the development of organized crime in the United States in the 1920’s and changing representations of violence and women. Relationships to horror and science fiction are also explored. Although we will be reading literature, there will also be reading and assignments from a writing handbook and the class will focus on creating an argument, presenting it logically, using textual evidence, and improving writing mechanics. Assignments will include four papers, a research project, and quizzes.

Required Texts (all available in the Furman bookstore)
978-1-413-03343-4 Moore and Cassell Techniques for College Writing Bedford
978-0-321-19501-2 Mansfield-Kelley and Marchino, eds. The Longman Anthology of Detective Fiction Pearson/Longman
978-0-061-04350-5 Sayers, Dorothy Strong Poison Harper Torch
978-0-679-72264-9 Hammett, Dashiell The Maltese Falcon Vintage
978-0-743-21962-4 James, P.D. Death of an Expert Witness Touchstone

Course Requirements
• Four Papers
  • Paper #1: 900 words, 15%
  • Papers #2-3: 1250 words, 20% each
  • Paper #4 2200 words, 25%
• Quizzes 10%
• Attendance and class participation that demonstrates that you are keeping up with the reading 10%

DETECTIVE FICTION FYW
Wednesdays 6:00-8:45 FH 110
Office Hours: after class
E-mail on First Class: just type my name
Off campus: margaret.oakes@furman.edu

DR. MARGARET OAKES
Office: Furman Hall 100-E
Office PH: 294-3148
Home PH: 233-0170
Call me at home 7 a.m.-9 p.m. only
Course Policies

1. **Plagiarism:** will not be tolerated in this course. Please know that spotting plagiarism, even off the web, is pretty easy to do, and I will be diligent in investigating if necessary. You are expected to know the Furman policies on this matter on the Furman University website at http://www.furman.edu/integrity/InformationforStudents.htm so ignorance is not an excuse. If you have a question about using cited material or someone’s comments from your peer workshops, consult me to avoid problems. Penalties for plagiarism may range from failure of an assignment to expulsion from the university, depending on the seriousness of the offense.

2. **Attendance and Participation:** Attendance – because much of this class involves interactive peer discussions, your presence is required for your own benefit and that of your classmates. **If you miss more than three unexcused classes you will receive an F for the course.** Participation – the more you articulate and justify your opinions orally in class, the better you will be able to do so in writing. Thoughtful questions as well as answers are definitely part of participating in discussions. The emphasis will be on a discussion among class members, not a back-and-forth question and answer session between one individual and the instructor. For example, if you attend each class session but volunteer no comments or questions all quarter you will receive a D+ for participation, and your grade will go up from there according to the level of your engagement in the class discussion. Sleeping, doing other work, or other obvious lack of engagement in class activities will lower your participation grade.

3. **Paper Requirements:** Paper formatting requirements and grading standards will be discussed on a handout when you receive your first paper assignment.

4. **Paper Deadlines:** papers that are not turned in at the assigned time on the assigned date will drop one letter grade per day they were late (“late” is defined as the end of class on the day they are due). Please do not come to me with stories of truculent printers and disks. Occasionally verifiable and unusual circumstances do arise, but any arrangements must be made with me well in advance, and “verifiable and unusual circumstances” do not include assignments in other courses, vacations, or poor scheduling on your part. **I do not print out papers for students or accept email submissions.**

5. **Access to Records:** The Family Education Rights and Privacy Act, commonly referred to as the Buckley Amendment, provides for students' access to their educational records. Students wishing to inspect their records may do so by going to the appropriate office and presenting their identification credentials. Furman complies with all federal and state statutes regarding confidentiality of student records. Students are guaranteed opportunities to challenge the accuracy of files or records. Requests for hearings are made to the vice president for Student Services.

6. **Special Needs:** Students eligible for academic accommodations should contact Ms. Gina Parris at 294-2322 or Brett Barclay at UES at 294-3160, at the beginning of the term and prior to contacting the instructor in reference to the accommodations required.
CLASS SCHEDULE
(subject to change with notice)

Wed. Jan. 12
Introduction to class: Lecture – “The History of Detective Fiction and What It Has To Do With Real Life”; PAPER I ASSIGNMENT HANDED OUT: PROCESS ANALYSIS
Homework (for next week): in Moore p. 19 1.2, p. 46 2.1, p. 47 2.5

Wed. Jan. 19
Reading (for today): in anthology -- “The Murders in the Rue Morgue” p. 54,”
-- Moore Ch. 1 pp. 1-21 (through the end of the student paper) and Ch. 2 pp. 25-45, Handout on Process Analysis
Discussion: discussion of stories and the beginning of the concept of “detective”; understanding the thesis statement and its parts;
discussion of assignment
(Homework for next week: Academic Integrity Handout)

Wed. Jan 26
Reading: Conan Doyle p. 81, Christie p. 10
-- the “Student Overview of Academic Integrity” and the five sublinks under it at http://www.furman.edu/integrity/InformationforStudents.htm
Discussion: discussion of stories; What is academic integrity, and how do you know you are doing it? Discussion of homework, discussion of papers
ACADEMIC INTEGRITY QUIZ AT END OF CLAS
Homework: Work on your paper!

Wed. Feb. 2
PAPER I DUE
Reading: Carr p. 134 and Queen p. 151
--Moore Beginnings and Endings and The guts of the paper, Ch. 5 pp. 98-116
Discussion: discussion of stories; the parts of your paper
Homework: (yes, we’re just talking about the Beatles) Moore p. 103 5.1.2, p. 107 5.2.1, p. 110 5.3.1

Wed. Feb. 9
Reading: Reading: Sayers, Strong Poison, Chs. 1-10
--Handout on Definition
Discussion: Introduction to Sayers and “the Golden Age” of Detective Fiction; paper assignment
PAPER II ASSIGNMENT HANDED OUT: THE EXTENDED DEFINITION
Homework (for next week): type up revision suggestions for the short essay in handout
(This is a RIDICULOUS book illustration for this book, as you will see when you read it.)

Wed. Feb. 16
Reading: Sayers Chs. 11-23, handout “Of War and Wimsey”
--Moore Revising, not just proofreading
Discussion: discussion of story, why the first draft should always be thrown out with great force. In-class discussion of homework and practice on revising an essay.
Homework: grammar handout
Wed. Feb. 23  
Reading: in anthology – introductory essay Chandler p. 208, Hammett p. 229 and Chandler p. 253
-- Hacker ???? Problems with Nouns, Pronouns, Adverbs, Adjectives, and Modifiers
Discussion: discussion of stories, not looking stupid in your writing (you’d be surprised how many educated adults do)
**GRAMMAR QUIZ AT END OF CLASS**

(Dashiell Hammett at right -- have to be a snappy dresser to be a private detective or write stories about them.)

Wed. March 2  
**NO CLASS – DR. OAKES AT A CONFERENCE**

Wed. March 9  
**NO CLASS – SPRING BREAK**

Wed. March 16  
Reading: Hammett, The Maltese Falcon, Chs. 1-10
Discussion: discussion of story
**PAPER II DUE**
PAPER III ASSIGNMENT HANDED OUT: COMPARISON AND CONTRAST

Homework:

Wed. March 23  
Reading: Hammett, Chs. 11-20
--Handout on Comparison/Contrast papers (note: the Catton essay is a real classic), and Hacker ???? on punctuation
Discussion: discussion of story, formats and techniques for comparison and contrast; What are all those little marks and why does Dr. O get so worked up about them?, discussion of homework
**PUNCTUATION QUIZ AT END OF CLASS**
Homework: handout on citing sources

Wed. March 30  
Reading: in anthology -- Simenon p. 373 and McBain p. 383, Panek essay p. 341
--Moore/Hacker on citation????
Discussion: the police detective, discussion of stories; why we cite things; why you don’t have to memorize citation forms; incorporating sources into your writing (see essay p. 409-418)
**USING AND CITING SOURCES QUIZ AT END OF CLASS**

Wed. April 6  
Reading: James, Death of an Expert Witness, Book I
--Moore Evaluating Sources
Discussion: discussion of story; Choosing secondary sources wisely (or, The Fatal Errors of Googling); instruction on library research methods; in-class group project on evaluating sources
**PAPER III DUE**
PAPER IV ASSIGNMENT HANDED OUT: CAUSAL ANALYSIS

(Martin Shaw as Adam Dalgleish)

Wed. April 13  
Reading: James, Books II and III
*Handout on Causal Analysis paper*
Discussion: discussion of story; the patterns of causal analysis, in-class work on creating a causal argument; discussion of research issues and assignment
**Homework:**
Wed. April 20  
*Reading: James, Book IV and V*
--Moore or Hacker on incorporating sources
Discussion: discussion of story, discussion of research progress, discussion of homework, incorporating sources into your essay.

**WORKING THESIS DUE – GROUP WORK IN CLASS ON THESES**

Wed. April 27  
*Reading: Rankin p. 419 and Howard p. 437*
--Hacker effective sentences
Discussion: discussion of stories; writing effective sentences

**QUIZ ON SENTENCE CORRECTION**

Wed. May 4  
**PAPER IV DUE**

**WEDNESDAY NIGHT AT THE MOVIES – I’LL BRING THE POPCORN**

**CLASS EVALUATIONS**