

Nabokov's *Lolita*
FN DL 25300, REES 20004,
GNSE 24900, ENGL 28916, SIGN 26027
Spring 2021

NB: This course is conducted remotely

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Office hours over Zoom TBA

Teaching assistants:
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Reading: Nabokov, Vladimir. *Lolita*.

(Any edition, but the preference is for Alfred Appel's annotated edition; Vintage, Rev. edition, 1991)

Requirements:

1. Attendance and participation: 20%;
2. Weekly discussion posts: 40%
 - 250-500 words responding to one of three prompts available on the Canvas discussion thread
3. Midterm: write a letter, postcard, review, response, etc. in the voice of a character in the novel: 20%
4. Final: Imagine and materialize: 20%
 - Choose a scenario, text, place, or character in the novel and imagine these materializing further. For example, make a tourist map of one of the towns referred to in the novel, give a fulsome backstory to a "minor" character, file an accident report involving Charlotte Haze, Sketch the layout of the Enchanted Hunter's Lodge, or create its dining room's menu and sign, advertising and facilities, write sections of one of the fictitious texts mentioned in the novel, like "Do the Senses Make Sense?" or Quilty's play "The Enchanted Hunter," recreate the clothing store where Humbert Humbert purchases clothing for his Lolita, recreate the wedding of Richard Schiller and Dolores Haze, plant Charlotte's garden, etc., etc.

NB: Past projects for the course have included a mobile, a painting, a sculpture, Dolores Haze's 'diary,' expository prose with schizoid marginalia, performance, songs, plays, maps, parody film reviews, short film, photographic essays, etc.

Course Policies

Our text in this course concerns some sensitive issues. These issues may be distressing in the best of times for some of you and in these times of strife and anxiety, I want you to feel free

to let me know if you have any reservations about texts, specific passages or content, we cover in this course. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.

Inclusion: Our goal is for all students to feel included in the course. While I encourage lively discussion, I ask that everyone maintain respectful attitudes toward their classmates' viewpoints. I am accessible via email and office hours to address any concerns that may arise.

Safety: Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at our school. Our school encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our [Title IX Coordinator](#). Our school is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As a teacher, I am also required by our school to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

Accessibility: I am committed to ensuring that all students can fully participate in class. If you have a documented disability and require accommodation for this course, please provide me with a copy of your Accommodation Determination Letter (provided to you by the Student Disability Service office) so that we can begin discussing how you can best thrive through this course. If your disability is not registered but you have, or believe you may have, a disability, contact the office at 773-702-6000/TTY 773-795-1186 or disabilities@uchicago.edu, or visit the website at <https://disabilities.uchicago.edu/students/registering-with-sds/>. If you need help navigating these services, please let me know.

Academic Honesty: Any suspected academic dishonesty in the form of cheating and/or plagiarism will be reported to the Dean of Students office. If you are unsure of the University's policy regarding academic dishonesty, you can find it here: <https://studentmanual.uchicago.edu/academic-policies/academic-honesty-plagiarism/>

—originally published in the syllabus for GNSE I 2020

* Please let me know if you require special accommodation:

<https://disabilities.uchicago.edu/accommodations>

** Please honor the University of Chicago Student Manual in matters of honesty and integrity: <https://studentmanual.uchicago.edu/Policies>

Though the following calendar marks specific sections to be discussed at a particular session, please strive to have read the entire novel by Week 5 or 6.

Course calendar

Week One

Introduction to reading Nabokov; Afterword, “On a Book Entitled *Lolita*” (pp. 311-317)
“Foreword” (pp. 3-6), Part One: Chapter 1

Week Two

Part One: Chapters 2-6
Part One: Chapters 7-12

Week Three

Part One: Chapters 13-18
Part One: Chapters 19-23;

Week Four

Part One: Chapters 24-28;
Part One: Chapters 29-33

Week Five

Part Two: Chapters 1-3
Part Two: Chapters 4-7

Midterm due

Week Six

Part Two: Chapters 7-10
Part Two: Chapters 11-15

Week Seven

Part Two: Chapters 16-20
Part Two: Chapters 20-24

Week Eight

Part Two: 2, Chapters 25-28
Part Two: Chapters 29-33

Week Nine

Part Two: Chapters 33-finale
Review

Wednesday, June 2—Final project due