

English 2326: American Literature II
American Literature from 1865 to the Present
Texas Tech University
Fall 2018

Section 001: TR 11:00am-12:20pm

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Office Hours: Wednesday, 2:00pm-5:00pm, or by appointment

In this course we will explore American literature from the Civil War through to the late 20th century. In order to focus our examination, we will investigate the ways in which American writers interrogate national identity and consider the relationship (both culturally and politically) of the United States to the rest of the world. Our discussions will contemplate these ideas with specific attention to articulations of race, gender, sexuality, and class, and with an eye to the myriad ways American writers have used expressive style to register a distinctly American character.

Assignments / Methods of Assessment of Expected Learning Outcomes

1. 2 short papers (500 words each)	10% each	due 25 Sept; 30 Oct
2. Research paper (1200 words)	30%	due 20 Nov
3. Mid-term examination (in-class)	15%	18 Oct
4. Leading of in-class discussion	15%	variable dates
5. Participation	20%	ongoing

You are required to write three formal papers for this course: **two short critical papers**, each approximately 500 words in length, and **one critical research paper** approximately 1200 words in length. The research paper must make extensive use of at least **three** secondary sources. In addition, you can expect to do many informal, reflective writing exercises in class for which individual grades will not be assigned. These informal writing exercises will hopefully stimulate your contributions to class discussions, though, and so might be considered as figuring into your participation grade.

Each **short paper** invites you to consider a brief section of a work from our reading list and articulate an argument about that section's thematic or contextual significance, in relation to either the rest of the work or the course reading list more broadly. **I will offer you a list of assigned passages for each of these short papers well in advance of their due dates.** Please note that though you may touch on points raised in class discussion, you are required to **go beyond** mere paraphrasing in each short paper. Instead, I expect these to be **argumentative**, centered around a distinct thesis statement that articulates your own position on a particular issue. Do **not** focus your remarks on purely emotional responses or issues of taste. (e.g. "I did not like this text, because I found it unpleasant to read...") Also,

these are **not** research papers and I do **not** expect you to use secondary sources for these assignments. Rather, I wish to see only your own ideas and critical thinking.

The **research paper** allows you to engage in critical debates on a topic through sustained analysis of one or more literary texts. Your paper should focus on one of the “big” ideas that stretch across different texts and periods from our reading list. Again, though, think of the research paper as an argumentative exercise, organized around a clear thesis statement, and intended to persuade a reader to adopt your position on a critical issue in the study of American literature. For the research paper, I expect to see a **thoughtful and considered engagement with at least three secondary sources** rather than a superficial citing of materials from your bibliography. I want you to decide on your own topic for the research paper, but I also suggest that you do so in conversation with me to ensure that the scope and subject matter of your paper are both manageable and appropriate for the course. Because this is a substantial assignment, I encourage you to begin thinking about topics early and to schedule a meeting with me to discuss your topic well in advance of the deadline.

Beginning with our consideration of Mark Twain on **13 September**, each of you will be expected to lead a brief discussion on one of the class texts. (You may sign up for the text for which you want to lead on a first-come, first-served basis.) My expectation is that on the date for which you sign up you will a) offer a five-minute, informal discussion of your own interpretation and understanding of the text; and b) present to the class 3-4 questions for discussion by your peers. Given that there are more students enrolled than there are class discussion days, it is a given that there will be more than one discussion leader many days. **All students must sign up for a discussion session by 6 September.**

The **mid-term examination** (scheduled for **18 October**) will ask you to formulate and articulate your own conclusions about the various critical issues with which we have engaged to that point in the course. You will be expected to identify passages from course reading and discuss their significance in context, and complete one essay (from a choice of three) about major themes that our discussions followed. This examination will cover all course readings to that point in the semester.

Informed participation assumes that you will not only read all assigned texts in time for their discussion in class, but also consider that material carefully and be prepared to contribute to our collective contemplation of them. I suggest that you take notes as you read each text, and be careful to record your observations as you move through material. Pay attention to connections between texts. Take note of how works correspond to contextual issues that I introduce in class. Make a list of questions that arise when you read the material. All of these approaches will be beneficial to our discussions as a group.

Required Text:

Robert S. Levine, et al, eds. *The Norton Anthology of American Literature*. Shorter 9th ed.
Volume II: 1865 to the Present.

Course Policies:

Grades and Written Assignments:

1. Grades will be assigned as percentage scores (0-100) throughout the term. Ultimately, your final grade will be converted to the university's letter grade system using this scale:

A+= 97-100	A=94-96	A-=90-93
B+=87-89	B=84-86	B-=80-83
C+=77-79	C=74-76	C-=70-73
D+=67-69	D=63-66	F=62 or below

Please note that I reserve A-range marks for work of superior quality. Marks in the A-range are by no means the default grade for completing all the assignments in this course.

2. You must complete **all** of the formal writing assignments (both response papers and the research paper) as well as the **mid-term exam** to pass this course.
3. Papers are to be handed in at the beginning of the class on which they are due.
4. Late papers will be penalized with a **10%** deduction for each day they are handed in after the due date, including weekend days. Even after deductions have guaranteed that a paper will receive a failing grade, you **must** still submit that paper to pass the course.
5. If extenuating circumstances will prevent you from handing a paper in on time, talk to me **before** the paper is due. I am not likely to make allowances after the deadline has come and gone.
6. All papers are to be typed (in a font no bigger than 12-point), double-spaced, and printed on one side of the paper. Please adhere to MLA guidelines for formatting and bibliographical citations.
7. I do **not** accept email submissions of written assignments.

Plagiarism and Cheating:

I expect you to adhere to the highest standard of honesty and academic integrity. All work that you complete in this course—from quizzes to formal papers—**must** be your own. You may not have any notes, texts, or electronic devices in open view during quizzes or the final examination. If you fail to comply with this request, you will **automatically** open yourself up to a charge of cheating and I will assign you a failing grade on the quiz or exam.

All written work must be organized around your own ideas and arguments. (In the interest of aiding the resolution of any potential disputes about plagiarism, I encourage you to retain all drafts of your work until the completion of the course.) When you introduce any ideas or quotations that are not your own in an essay, you must **cite explicitly** the source of that material according to MLA citation practice. To repeat, **any** material that is not your own—including verbatim quotations from outside work or paraphrases of other writers' ideas or arguments—must be referenced explicitly. If you have any questions about whether or not you have used a source properly on a given assignment, I encourage you to discuss the issue with me **before** you hand that assignment in. Because academic dishonesty constitutes a grave breach of trust between instructor and student, and diminishes the value of honest students' work, I take all plagiarism cases very seriously. **Plagiarizing materials will warrant an immediate failing grade in the course overall.**

Absences:

I will allow each student **three** absences without penalty. Each class that you miss after three absences will warrant a reduction of your **overall** course grade by 10%. I do not designate between excused or unexcused absences, except for those designated as excused according to university policy. **That is, if you miss a class because of illness or a car accident or a job interview or a hangover or anything else, you have used up one of your three absences. (Do not bring me documentation, as I will not remove the absence from your record.)** Because you only have three classes you can afford to miss without penalty, I encourage you to manage your attendance wisely, reserving those three absences for emergencies when you need them. For an explanation of university-approved absences, consult your student handbook. **Also, I expect you to know how many classes you have missed throughout the term. You may confer with me at various points in the term about how many absences I have recorded, but please also manage your own attendance record.**

Withdrawal Policy:

Students may drop a class online on or prior to **12 September**. The full regulation appears in OP 34.05 and can be viewed at <http://www.depts.ttu.edu/opmanual/OP34.05.pdf> and page 49-50 of the Undergraduate and Graduate Catalog and can be viewed at <http://www.depts.ttu.edu/officialpublications/catalog/>

The grade of “I” is given only when a student’s work is satisfactory but due to reasons beyond his or her control, cannot not be completed. It is not given in lieu of an “F” or “W”. The instructor assigning the grade will stipulate in writing at the time the grade is given the conditions under which the “I” may be removed. The assigned work and a change of grade must be recorded within one calendar year from the date of the “I”. Failure to do so results in an “F” for that course.

Classroom Civility and Access:

I expect each of you to assist in creating and maintaining a classroom environment that is conducive to learning. At the bottom level, this assumes that you will always be respectful to me and to your fellow classmates. Our classroom space will be open to differences of opinion and ideology, and accessible to all students without regard to gender, race, ethnicity, creed, sexual orientation, or physical limitation. I will **not tolerate** the use of any derogatory or demeaning language. Always extend the same courtesy to other members of the class that you wish to see extended to you. Listen quietly when others are speaking; raise your hand to ask questions or introduce new points; do not have side conversations apart from our main discussion. I encourage dissent in discussion, but insist that you articulate your ideas in a respectful manner. You are welcome to bring food and drink to class provided that your consumption of them is not a distraction. (Watch those crunchy foods and noisy wrappers.) If you are a cellular phone user, always **make sure** that your phone is silenced before class begins.

ADA Statement:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor’s office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information,

please contact Student Disability Services office in 335 West Hall or call 806-742-2405. I am happy to accommodate in any way I can, but the burden is on you to provide the necessary paperwork. That is, self-diagnosis of ADHD, is not acceptable to receive assistance or special arrangements.

TTU Resources for Discrimination, Harassment, and Sexual Violence

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other **Title IX violations** are not tolerated by the University. Report any incidents to the *Office for Student Rights & Resolution*, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center**, 806-742-3674, <https://www.depts.ttu.edu/scc/> (*Provides confidential support on campus.*) **TTU Student Counseling Center 24-hour Helpline**, 806-742-5555, (*Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.*) **Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273, voiceofhopelubbock.org (*24-hour hotline that provides support for survivors of sexual violence.*) **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, rise.ttu.edu (*Provides a range of resources and support options focused on prevention education and student wellness.*) **Texas Tech Police Department**, 806-742-3931, <http://www.depts.ttu.edu/ttspd/> (*To report criminal activity that occurs on or near Texas Tech campus.*)

Student Support:

Texas Tech University has many available options if you need additional assistance in this course. You should first come see me during office hours. Other options include the University Writing Center: The UWC is open for the fall term. Its hours are Monday through Friday, 9:00 a.m. until 5:00 p.m. They are located in RM.175 of the English/Philosophy Building. To set up an appointment, call (806) 742-2476. Additionally, there is The Learning Center located in Room 80 at Holden Hall. You might also get acquainted with a classmate or two to share notes, form a writing group, and/or make yourself accountable in the course. And, of course, come see me during office hours or make an appointment.

Tentative Schedule of Readings and Lectures:

WEEK ONE:

28 August: Introduction to course

30 August: Class discussion: "Why do we study national literatures?"

WEEK TWO:

4 September: Abraham Lincoln, "Gettysburg Address" (1863)

(<http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm>), "Second Inaugural Address" (1865) (http://avalon.law.yale.edu/19th_century/lincoln2.asp)

6 September: Walt Whitman, "When Lilacs Last in the Dooryard Bloom'd" (1865-66, 1881; Norton 76-82)

WEEK THREE:

11 September: Emily Dickinson, “269” (1861; *Norton* 88), “320” (1862; *Norton* 90), “479” (1862; *Norton* 94), “519” (1863; *Norton* 96), “591” (1863; *Norton* 96); “1263” (1872; *Norton* 100)

13 September: Mark Twain, “The Notorious Jumping Frog of Calaveras County” (1865, 1867; *Norton* 104-408)

WEEK FOUR:

18 September: Emma Lazarus, “In the Jewish Synagogue at Newport” (1867, 1871; *Norton* 430-431), “1492” (1883, 1888; *Norton* 431-32), “The New Colossus” (1883, 1888; *Norton* 432)

20 September: Kate Chopin, “Désirée’s Baby” (1893-1894; *Norton* 442-46)

WEEK FIVE:

25 September: **Short Paper 1 due**; Booker T. Washington, “Chapter XIV: The Atlanta Exposition Address” (1895, 1901; *Norton* 471-78)

27 September: W.E.B. Du Bois, “Of Our Spiritual Strivings,” “Of Mr. Booker T. Washington and Others” (1903; *Norton* 562-77)

WEEK SIX:

2 October: Stephen Crane, “The Open Boat” (1897, 1898; *Norton* 615-630)

4 October: Jack London, “To Build a Fire” (1902, 1908; *Norton* 641-52)

WEEK SEVEN:

9 October: Zitkala-Sa, “The Soft-Heard Sioux” (1901; *Norton* 660-5)

11 October: Sui Sin Far, “Mrs. Spring Fragrance” (1910, 1912; *Norton* 550-58)

WEEK EIGHT:

16 October: **Library tour.**

18 October: **Mid-Term Exam.**

WEEK NINE:

23 October: Carl Sandburg, “Chicago” (1914, 1916; *Norton* 773-74); Wallace Stevens, “The Emperor of Ice-Cream” (1923; *Norton* 778); William Carlos Williams, “The Red Wheelbarrow” (1923; *Norton* 793); Ezra Pound, “In a Station of the Metro” (1913, 1916; *Norton* 799); Marianne Moore, “Poetry” (1921, 1935; *Norton* 824-25)

25 October: T.S. Eliot, “The Love Song of J. Alfred Prufrock” (1915, 1917; *Norton* 830-33)

WEEK TEN:

30 October: **Short Paper 2 due**; Claude McKay, “The Lynching” (1919, 1922; *Norton* 937), “If We Must Die” (1919, 1922; *Norton* 937);

1 November: Langston Hughes, “The Negro Speaks of Rivers” (1921, 1926; *Norton* 1037), “I, Too” (1925, 1959; *Norton* 1038); Zora Neale Hurston, “How It Feels to Be Colored Me” (1928; *Norton* 958-961)

WEEK ELEVEN:

6 November: Theodore Roethke, “Dolor” (1948; *Norton* 1093); Elizabeth Bishop, “The Fish” (1946; *Norton* 1108-9)

8 November: Flannery O’Connor, “A Good Man is Hard to Find” (1951; *Norton* 1381-92)

WEEK TWELVE:

13 November: Allen Ginsberg, "A Supermarket in California" (1956; *Norton* 1402-3)

15 November: Robert Lowell, "For the Union Dead" (1960, 1964; *Norton* 1298-99); Robert Hayden, "Middle Passage" (1962; *Norton* 1193-97)

WEEK THIRTEEN:

20 November: **Research Paper due**; John Cheever, "The Swimmer" (1964; *Norton* 1183-91)

22 November: **No class scheduled, Thanksgiving.**

WEEK FOURTEEN:

27 November: Adrienne Rich, "Diving Into the Wreck" (1973; *Norton* 1421-23)

29 November: Yusef Komunyakaa, "Facing It" (1988; *Norton* 1576); Li-Young Lee, "This Room and Everything In It" (1990; *Norton* 1639)

WEEK FIFTEEN

4 December: Jhumpa Lahiri, "Sexy" (1998; 1692-1707)

Note: You are responsible for finding out about any changes that I make to this schedule of readings while you are away from class.