

# ENGL3210: American Literature II (Spring 2017)

Tuesday/Thursday 12:30-1:45 p.m. (Brown Hall 3002)

**Instructor:** Michael Marberry

**Office:** Sprau Tower 813

**Email:** [Insert Email]

**Office Hours:** T/R 2:00-3:00 p.m. (by appointment)

## Required Materials:

- *The Norton Anthology of American Literature, 1865 to the Present* (Vols. C, D, & E). Eds. Robert Levine, Michael Elliott, Sandra Gustafson, Amy Hungerford, & Mary Loeffelholz. W.W. Norton & Company, 2016. [ISBN: 978-0-393-26455-5]. **9th Edition.**
- Various handouts and readings provided on eLearning for daily discussions.
- Notebook for note-taking and various in-class writing assignments.
- \$5.00 copy-fee card, available for purchase at WMU bookstore.

## Course Description & Goals:

American Literature II (ENGL3210) is a three credit-hour, upper-division undergraduate English course designed to provide students with a survey of American literature from 1865 to the present. Note that, for the purposes of this class, “American” refers to the United States. Also, “American” in this course refers not only to writers born/living in the U.S. but also writers who immigrated to and/or emigrated from this country. In order to take American Literature II, students must have previously taken ENGL1100 (or ENGL110) and must have received a minimum “C” grade in the course. Our primary goal for this class will be exploring seminal literary texts from this period and their socio-political, historical, and artistic aims/influence.

## Course Requirements:

During this semester, you will complete assignments designed to challenge you intellectually and creatively, as you develop your reading, analytical, research, and writing skills. Regular quizzes will reinforce these skills and push you toward becoming a more knowledgeable and nuanced literature scholar. Readings will correspond with class discussions, while presentations will help you practice sharing your insights and your questions with peers as you explore these authors and texts critically.

<b>Assignment:</b>	<b>Due Date:</b>	<b>Percent:</b>
Daily Participation	Throughout Semester	10%
Daily Reading Quizzes	Throughout Semester	20%
Weekly Reflections (10x)	Throughout Semester	10%
Exam #1 (1865 - 1914)	Thursday, February 2nd @ 12:30-1:45 p.m.	15%
Exam #2 (1914 - 1945)	Thursday, March 2nd @ 12:30-1:45 p.m.	15%
Exam #3 (1945 - Present)	Thursday, March 30th @ 12:30-1:45 p.m.	15%
Exam #4 (Today & Genre)	Wednesday, April 26th @ 2:45-4:45 p.m.	15%

## Grade Scale:

<b>Standard Percentage Value:</b>	<b>Standard GPA Value:</b>
A = 93-100      B/A = 88-92	A = 4.0      B/A = 3.5
B = 83-87      C/B = 78-82	B = 3.0      C/B = 2.5
C = 73-77      D/C = 68-72	C = 2.0      D/C = 1.5
D = 60-67      E = 0-59	D = 1.0      E = 0

### **Late Assignment Policy:**

Work must be completed and submitted on time. Because of the importance of regular attendance and participation in the class, any in-class work (e.g. daily work, reading quizzes, presentations, etc.) missed cannot be made-up or submitted late. The exams can be made-up only after requesting and then receiving approval from the teacher, although make-up exams will be in a different format than the regular exams (i.e. essay-based format). Students who know that they will miss class on the day of the exams must contact the instructor in advance to arrange for an alternate test-taking day/time.

### **Attendance & Tardiness Policy:**

Attendance is very important to the success of this class and to your development as a scholar. As such, you are expected to attend class regularly (and on time) and to participate fully. For this class, you are allowed to accumulate five (5) absences for any reasons—i.e. this class does not distinguish between “excused” and “unexcused” absences. **Accumulating six (6) absences, for any reason, will result in automatic failure of the course.** Because of this absence policy, I strongly suggest that you save your absences for actual instances of sickness and/or emergencies.

Tardiness is disruptive to the focused class environment, prevents full participation, and impairs the assimilation of class information. Any in-class work (e.g. quizzes) missed due to tardiness cannot be made-up. Arriving more than 15 minutes late or leaving more than 15 minutes early will result in an absence being recorded for you that day.

### **Class Cancellation & Late Instructor Instructions:**

In the unlikely event of class cancellation, I will contact the class via email beforehand. If, for some unknown reason, I am late to class and haven’t notified anyone via email about my tardiness or class cancellation, please wait 15 minutes. If I still have not shown up or emailed the class by that point, please send someone to or call the English Office (Sprau Tower 6th Floor, 269-387-2572) to notify them that I am missing from class unexpectedly.

### **Academic Misconduct, Plagiarism, & Classroom Conduct:**

Western Michigan University’s Office of Student Conduct lists the following values as those which every student, instructor, and staff-member should strive for: academic honesty, integrity, fairness, trustworthiness, personal responsibility, respect for others, and ethical conduct. These values foster, promote, and protect the core mission of the university. In the classroom, academic misconduct is any activity that tends to compromise the university’s academic integrity or subvert the educational process. Forms of academic misconduct include cheating, fabrication, falsification, forgery, multiple submitting, complicity, computer misuse, and plagiarism. More information about WMU’s stances on academic (mis)conduct can be found here: <http://www.wmich.edu/conduct/honesty>

In addition to academic honesty, individuals are expected to behave respectfully toward others and avoid disruptive and obstructive behaviors. Such negative behavior includes (but is not limited to): physical abuse, verbal abuse, verbal and written threats, stalking, intimidation, harassment, hazing, possession of controlled substances, possession of alcoholic beverages, irresponsible computer use, cell-phone use (including texting), etc. If there is an emergency situation that requires you to text during class, please let me know beforehand.

One of the best aspects of college life is that it brings together people with a wide array of different personal/cultural beliefs and experiences. Because of this, for our class to be successful, a modicum of trust, decorum, and respect must exist among all participants. Such empathy is especially crucial

in a course like this one, where we will occasionally be reading and discussing difficult materials and potentially sensitive topics. Any act that compromises, endangers, and/or disrespects the instructor or your peers will absolutely not be tolerated.

### **Student Disabilities:**

To ensure compliance with the Americans with Disabilities Act (ADA), faculty members at Western Michigan University need to know how a disability will impact student participation and work in the course. Any student registered with Disability Services for Students who would like to discuss any accommodations for this class should contact the instructor-of-record in a timely manner. Students with documented disabilities who are not registered with DSS should call the office (269-387-2116) or visit the website ([wmich.edu/disabilityservices](http://wmich.edu/disabilityservices)). Students are not allowed to request any academic accommodations without scheduling an appointment and meeting with a DSS staff-member. If the student does not register with DSS, their academic accommodations cannot be executed.

### **Counseling Services:**

Students face many challenges in a myriad of personal and professional contexts. Western Michigan University is fully committed to providing its students with avenues for identifying and addressing any emotional, physical, and/or psychological difficulties that arise—including relationship conflicts, stress and anxiety, grief or loss, social and peer pressure, sexual identity questions, trauma and post-traumatic stress, adjusting to college life, feelings of depression, body image or eating disorders, etc. If any of these difficulties occur during the semester, I encourage you to contact Counseling Services by visiting the Sindecuse Health Center or by making an appointment (269-387-1850). Discussions with Counseling Services are confidential.

### **WMU Writing Center:**

The WMU Writing Center is a free consultation service for all WMU students, where experienced writing consultants help writers of all levels and all abilities. Our consultants help writers determine strategies for effective communication and make academically responsible choices at any stage of the writing process and on assignments in any field of study. Both appointments and drop-in sessions are available. The Writing Center is located in 1343 Ellsworth Hall. More info can be found at the Writing Center website: [www.wmich.edu/writingcenter](http://www.wmich.edu/writingcenter)

### **WMU eLearning:**

We will use eLearning as an online hub for supplemental readings, handouts, assignment prompts, project submissions, etc. Please let me know if you have any problems finding and/or accessing the eLearning page for our course, and I will gladly help you.

### **Exam Content & Structure:**

As stated above, we will have **four** exams in this class. Approximately, the first exam will cover the Post-Civil War years of 1865-1914 (e.g. Regionalism, Realism, Naturalism, etc.). The second exam will cover the years of and immediately following World War I (e.g. The Harlem Renaissance, High Modernism, etc.). The third exam will cover the years following World War II (e.g. Contemporary Poetry/Prose/Drama, Confessionalism, The Beats, etc.). The fourth exam will cover writing from today, as well as oft-ignored literary genres (e.g. Sci-Fi, Horror, Creative Nonfiction, Comics, etc.).

**All texts assigned for class—even those not discussed in class—are eligible for these exams.**

Exams will be comprised of a mixture of true/false, multiple-choice, fill-in-the-blank, short answer, matching, quote-identification, etc. It's highly recommended that you take notes as you read, noting things like titles, authors/bios, characters, plots, themes, styles, etc. (Notecards are your best friend!)

### **Weekly Reflections:**

Throughout the semester, you'll be required to complete **ten (10)** weekly reflections. These weeks, you'll have two opportunities to submit one reflection (either "Submission A" or "Submission B"). Your reflection must pertain to the readings that are due later that day—i.e. if you do Submission B reflection (due by Thursday @ 8:00 a.m.), the reflection must be about the texts that we'll discuss in class on Thursday afternoon. The reflections will help you generate ideas, questions, etc., which will help you contribute to class dialogue that day. Reflections must be 200-500 words long (1-2 pages) and must be submitted as a .doc or .docx attachment in the appropriate eLearning discussion thread. No late submissions will be considered, nor will submissions in different format or different thread. Students can only submit one reflection/week (i.e. you can't do Submission A and Submission B in the same week). These reflections will be graded at the instructor's discretion (scale 1-10) based on demonstrated critical-thinking on the part of the student.

### **Extra Credit Opportunities:**

There will be two opportunities for extra-credit in this class. One opportunity will involve a student watching three films based on American literature from this period (films from a list provided on the appropriate assignment sheet) and writing a careful reflection that puts these films into dialogue with one another as well as with the literature/themes/etc. that we have discussed in our class. The other opportunity will involve a student attending three public readings (again, from a list provided on the appropriate assignment sheet) and writing a nuanced reflection about the experience of encountering literature in this way and how these writers/works seem to connect to literature/themes/etc. that we have discussed in class. More information about these two extra-credit opportunities can be found on the assignment sheets on eLearning.

**NOTE:** Each student may only complete ONE of the extra-credit opportunities—i.e. you can't do both extra-credit assignments or get double extra-credit points. Extra-credit assignments are graded on an all-or-nothing format and will not be accepted late. Successful completion of the extra-credit assignment will result in **+3%** added to your final-grade percentage.

### Course Schedule

\* This course schedule is subject to revision at my discretion.

\*\* Be ready to read, to write, to think, and to talk each day in class.

\*\*\* Bring all relevant course readings/materials with you to class each day.

<b>Week:</b>	<b>Date/Topic:</b>	<b>Readings Due:</b>	<b>Projects Due:</b>
<b>1</b>	<b>Tuesday, January 10</b> - Syllabus Review - Literary Icebreaker		
	<b>Thursday, January 12</b> - American Icons	- <u>Whitman</u> : "Song of Myself" - <u>Dickinson</u> : "236," "269," "320," "339," "479" - <u>Twain</u> : "Notorious Jumping Frog..."	
<b>2</b>	<b>Tuesday, January 17</b> - American Regionalism	- <u>Bierce</u> : "Chickamauga" - <u>Jewett</u> : "A White Heron" - <u>S. Far</u> : "Mrs. Spring Fragrance"	- Reflection 1a DUE by 8:00 a.m. (eL)
	<b>Thursday, January 19</b> - Native-American	- <u>Winnemucca</u> : "Life Among Piutes" - <u>Oskison</u> : "Problem of Old Harjo" - <u>Zitkala-Sa</u> : "The School Days..."	- Reflection 1b DUE by 8:00 a.m. (eL)  - Copy Card DUE at start of class
<b>3</b>	<b>Tuesday, January 24</b> - The Woman Question	- <u>H. James</u> : "Daisy Miller" - <u>Chopin</u> : "Desiree's Baby" - <u>Gilman</u> : "The Yellow Wall-paper"	- Reflection 2a DUE by 8:00 a.m. (eL)
	<b>Thursday, January 26</b> - African-American	- <u>Washington</u> : "Up from Slavery" - <u>Chesnutt</u> : "Goophered Grapevine" - <u>DuBois</u> : "Souls of Black Folk"	- Reflection 2b DUE by 8:00 a.m. (eL)
<b>4</b>	<b>Tuesday, January 31</b> - Nature & Industry	- <u>S. Crane</u> : "The Open Boat" - <u>London</u> : "The Law of Life" - <u>Sinclair</u> : "The Jungle"	
	<b>Thursday, February 2</b> - Exam #1		- Exam #1 DUE at end of class
<b>5</b>	<b>Tuesday, February 7</b> - The American "Normal"	- <u>Masters</u> : "Trainor, the Druggist," "Nellie Clark," "Abel Melveny" - <u>Frost</u> : "Mending Wall," "The Road Not Taken," "Birches," "Out Out," "Stopping by Woods..." - <u>Anderson</u> : "Hands"	- Reflection 3a DUE by 8:00 a.m. (eL)
	<b>Thursday, February 9</b> - The Harlem Renaissance	- <u>Hurston</u> : "How It Feels to Be..." - <u>Toomer</u> : "Cane" - <u>Hughes</u> : "The Negro Speaks...", "I, Too," "The Weary Blues," "Theme for English B," "Silhouette"	- Reflection 3b DUE by 8:00 a.m. (eL)
<b>6</b>	<b>Tuesday, February 14</b> - The Big Three	- <u>Fitzgerald</u> : "Diamond as Big..." (eL) - <u>Faulkner</u> : "Barn Burning" - <u>Hemingway</u> : "Hills Like White..."	- Reflection 4a DUE by 8:00 a.m. (eL)

	<b>Thursday, February 16</b> - The Expat Poets	- <u>Stein</u> : “Objects” - <u>Pound</u> : “In a Station...,” “The River-Merchant’s Wife,” “Canto 1” - <u>Eliot</u> : “The Love Song...,” “The Hollow Men,” “Journey of the Magi”	- Reflection 4b DUE by 8:00 a.m. (eL)
7	<b>Tuesday, February 21</b> - The Americanists	- <u>Stevens</u> : “The Snow Man,” “The Emperor...,” “Sunday Morning,” “Thirteen Ways...,” “Idea of Order...” - <u>Williams</u> : “Spring and All,” “To Elsie,” “The Red Wheelbarrow,” “This is Just to Say,” “Landscape...” - <u>Moore</u> : “Poetry,” “To a Snail,” “The Mind Is an Enchanting Thing”	- Reflection 5a DUE by 8:00 a.m. (eL)
	<b>Thursday, February 23</b> - The Experimentalists	- <u>Cummings</u> : “in Just,” “O sweet spontaneous,” “Buffalo Bill’s,” “next to of course...,” “i sing of Olaf...” - <u>Dos Passos</u> : “U.S.A.” - <u>H. Crane</u> : “The Bridge”	- Reflection 5b DUE by 8:00 a.m. (eL)
8	<b>Tuesday, February 28</b> - The Modern South	- <u>Porter</u> : “The Circus” (eL) - <u>Wolfe</u> : “The Lost Boy” - <u>R. Wright</u> : “Man Who Was Almost...”	
	<b>Thursday, March 2</b> - Exam #2		- Exam #2 DUE at end of class
9	<b>Tuesday, March 7</b> - No Class! (Spring Break)		
	<b>Thursday, March 9</b> - No Class! (Spring Break)		
10	<b>Tuesday, March 14</b> - Contemporary Prose	- <u>Baldwin</u> : “Going to Meet the Man” - <u>O’Connor</u> : “A Good Man...” - <u>Carver</u> : “What We Talk...” (eL)	- Reflection 6a DUE by 8:00 a.m. (eL)
	<b>Thursday, March 16</b> - Contemporary Prose	- <u>Morrison</u> : “Recitatif” - <u>Kingston</u> : “No Name Woman” - <u>Hannah</u> : “Water Liars” (eL)	- Reflection 6b DUE by 8:00 a.m. (eL)
11	<b>Tuesday, March 21</b> - Contemporary Poetry	- <u>Bishop</u> : “The Man-Moth,” “The Fish,” “In the Waiting Room,” “The Moose,” “One Art” - <u>Berryman</u> : “Dream Songs 1, 14, 29” - <u>Brooks</u> : “We Real Cool,” “The Bean Eaters,” “The Last Quatrain...”	- Reflection 7a DUE by 8:00 a.m. (eL)
	<b>Thursday, March 23</b> - Contemporary Poetry	- <u>Ginsberg</u> : “Howl,” “Footnote to Howl,” “Supermarket in California” - <u>J. Wright</u> : “A Blessing,” “Centenary Ode,” “Autumn Begins in Martins Ferry Ohio” - <u>Plath</u> : “Morning Song,” “Daddy,” “The Applicant”	- Reflection 7b DUE by 8:00 a.m. (eL)

<b>12</b>	<b>Tuesday, March 28</b> - Contemporary Drama	- <u>Shepard</u> : "True West" - <u>Wilson</u> : "Fences" - <u>Mamet</u> : "Glengarry Glen Ross"	
	<b>Thursday, March 30</b> - Exam #3		- Exam #3 DUE at end of class
<b>13</b>	<b>Tuesday, April 4</b> - Writers Today (Prose)	- <u>Alexie</u> : "What You Pawn..." (eL) - <u>Lahiri</u> : "Sexy" - <u>Diaz</u> : "Drown"	- Reflection 8a DUE by 8:00 a.m. (eL)
	<b>Thursday, April 6</b> - Writers Today (Poetry)	- <u>Komunyakaa</u> : "Facing It," "My Father's Love Letters," "Slam, Dunk, & Hook" - <u>Lee</u> : "The Gift," "Persimmons," "Eating Together" - <u>Tretheway</u> : "Graveyard Blues," "Photograph...," "Native Guard"	- Reflection 8b DUE by 8:00 a.m. (eL)
<b>14</b>	<b>Tuesday, April 11</b> - Genre-Fiction (Horror)	- <u>Wharton</u> : "The Eyes" (eL) - <u>Lovecraft</u> : "The Thing..." (eL) - <u>Bradbury</u> : "The Veldt" (eL)	- Reflection 9a DUE by 8:00 a.m. (eL)
	<b>Thursday, April 13</b> - Genre-Fiction (Sci-Fi)	- <u>Dick</u> : "Precious Artifact" - <u>Le Guin</u> : "Schrodinger's Cat" - <u>DeLillo</u> : "Airborne Toxic Event"	- Reflection 9b DUE by 8:00 a.m. (eL)
<b>15</b>	<b>Tuesday, April 18</b> - Creative Nonfiction	- <u>Dillard</u> : "Seeing" - <u>Thompson</u> : "Fear & Loathing..." (eL) - <u>D. Wallace</u> : "Consider the Lobster"	- Reflection 10a DUE by 8:00 a.m. (eL)
	<b>Thursday, April 20</b> - Comics/Graphic-Novel - Course Evaluations	- <u>Spiegelman</u> : "Maus"	- Reflection 10b DUE by 8:00 a.m. (eL)  - Extra Credit DUE at start of class
<b>16</b>	<b>Wed, April 26 (2:45-4:45)</b> - Exam #4		- Exam #4 DUE at end of class