

Campbellsville University
American Literature II – 1865-present
(ENG 342 – 3 hours)
Spring 2017

Instructor: Judith Collins
Office: 222 Carter Hall
Office Hours: Monday and Wednesday, 1:00pm-3:00pm
Tuesday and Thursday, 11:00am-1:00pm
Friday 1:00pm-2:00pm
and by appointment
Cell Phone: (859) 421-1490 (Do not call after 11:00pm.)
Office Phone: (270) 789-5242
Email: jarcm66@gmail.com; jacollins@campbellsville.edu
Campus Security Office: (270) 789-5555
Campus Security Mobile: (270) 403-3611

Course Description: ENG 342 is a survey – a representative sampling – of American literature in historical context from 1865 to the present.

Required Texts:

The Norton Anthology of American Literature: 1865-1914 (Vol. C), 8th ed.
The Norton Anthology of American Literature: 1914-1945 (Vol. D), 8th ed.
The Norton Anthology of American Literature: Literature Since 1945 (Vol.E), 8th ed.
F. Scott Fitzgerald, *The Great Gatsby*

Objectives: Students in ENG 342 will:

- 1) understand the historical development of American literature/thought from 1865 to the present,
- 2) gain in-depth knowledge of selected works of American literature written since 1865,
- 3) investigate and apply various theoretical and critical approaches as they analyze, interpret, and evaluate works of American literature written since 1865, and
- 4) practice literary research and scholarly writing.

Course Requirements:

- 1) Come to class prepared for discussion of the works assigned, participate in those discussions in meaningful and constructive ways;
- 2) Take three (3) **quizzes** over material from the historical Introductions to each text book;
- 3) Write ten (10) **journal entries** (approximately one page, typed and double-spaced, due each **Thursday** on which we **do not** have a scheduled quiz or exam), discussing, very briefly, how **one work** from all the assignments since the last journal entry either does or does not fit into the pattern we have so far drawn of American literature – the first entry should discuss how the piece does or does not fit your view of an American “identity”;
- 4) Write and submit one short interpretive paper and one longer research-based paper;
- 5) Take two sectional exams and one comprehensive exam.

Evaluation: Your final grade will be an average of the following:

average of three comprehensive exams – 40%
short interpretive paper – 15%
final research paper – 20%
average of journal entries and quizzes – 15%
average of daily participation grades – 10%

Grades: a 100-point scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; below 60 = F.

Attendance Policy: Any absence could affect your grade due to missed information. However, for emergencies, you may miss four class meetings. If you miss more than four, I will lower your final grade by one letter for each additional absence.

PROFESSIONALISM IN CLASS

Rules:

- Show up on time.
- Have the material for that day read before you get here.
- Sit up straight and participate in whatever discussion's going on.
- Take a few notes, preferably by hand, just to make me think you care.
- Stay off your phone unless I'm asking you to Google something for class.
- Keep that phone *absolutely* silenced during class.
- Turn that phone face down, or better yet, keep in your pocket or purse.
- If you need a laptop to take notes in class, sit up front. (If you're playing Candy Crush, I'm probably going to give you advice on the next move, and I assure you you don't want that.)
- Don't bring food to class; I'm usually hungry.

Rationale for the above rules: I am not your mother, and I am never going to love you. Only about half of your success depends on what I do in class. The other half depends on what you do, both in class and on your own time.

I am also not your hired private tutor. Yes, you pay for enrollment in my course, but in academia, the student is not a client but a product. No shoddy product has any business passing inspection in my class. My class is not a democracy; it is a benevolent dictatorship. You pay a part of your tuition for the opportunity to learn what I know about literature. What you do with that opportunity is up to you. However, everyone in the class has paid for the same thing and may actually want to learn without distractions. If you can't bring yourself to participate, at least don't distract.

Academic Honesty: If you cheat on or plagiarize any assignment or test and I catch you, you will fail this course and be reported to the Dean, the Vice President, and anyone else I happen to pass on the sidewalk or in the hallways.

Compliance with the Rehabilitation Act and Americans with Disabilities Act:

No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of Campbellsville University's programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. **Requests for reasonable accommodations in programs, courses, services and/or activities require current (i.e. within 3 years) documentation of the disability after acceptance to the university and before registration.**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

That said, for the purposes of my class, I place the emphasis on the word "reasonable." This means the university will help you to learn study methods which enable **you** to better help **yourself**. It does not mean that I will automatically adjust students' grades to reflect my vague understanding of their respective abilities. All students in my class are evaluated by the same standards; the "accommodations" noted above refer to helping students better understand how to work to meet those standards.

Academic Support

The Badgett Academic Support Center provides tutoring services, study areas (open and reserved), procedures, and equipment for student checkouts, computer lab, and on-site professional staff for assistance. All ENG 111 students will be frequently encouraged to use the facilities and services offered in the Academic Support Center. Forms and hours of service may be accessed online at [www.campbellsville.edu/Academics/Academic Support/Learning Commons](http://www.campbellsville.edu/Academics/Academic%20Support/Learning%20Commons).

General Education Requirement

This course fulfills a General Education Written Requirement. It focuses on writing as a process of thinking as well as a mode of expression and communication. Writing will be presented as an integral aspect of thinking and learning and will therefore be a pervasive activity in this class.

Disabilities Modification Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services. Assistance is an official, formal, semester-long project that requires effort on both the student's and professor's parts. I will not tolerate abuse of this system.

Compliance with Title IX

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator:

Terry VanMeter, Title IX Coordinator
Administration Office 8A
UPO Box 944
Campbellsville University
1 University Drive
Campbellsville, KY 42718
270-789-5016
twvanmeter@campbellsville.edu

Information regarding both the reporting of sexual violence and the resources available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX.

Schedule of Assignments: (subject to changes and additions, right up until the last minute)

January:

Th-19 -Introduction to Course – **take-home quiz on Introduction handed out**

T-24 -**Introduction to period and timeline**, p. 3-19 – **take-home quiz due**

-**Whitman:** Introduction, pp. 20-23

-“Crossing Brooklyn Ferry,” pp. 67-71

-**Dickinson:** Introduction, pp. 89-93

-#202, p. 95

-#236, p. 96

-#448, p. 102

-#479, p. 102

***Th-26** -**Realism and Naturalism**, p. 902

-**Twain:** Introduction, pp. 118-21

-Chapters 34-38 of *Huckleberry Finn*, pp. 273-92

-“The Notorious Jumping Frog of Calaveras County,” pp. 121-25

-**James:** Introduction, p. 417

-“The Real Thing,” p. 460

T-31 -**Washington:** Introduction, p. 673

-from *Up From Slavery*, p. 675

-**Du Bois:** Introduction, p. 883

-From *The Souls of Black Folk*, p. 885

February:

***Th-2** -**Chopin:** Introduction, p. 550

-“The Storm,” p. 557

-**Gilman:** Introduction, p. 790

-“The Yellow Wallpaper,” p. 792

T-7 -**S. Crane:** Introduction, p. 943-56

-“The Open Boat,” p. 990

***Th-9** -**Harris:** Introduction, p. 518

-“The Wonderful Tar-Baby Story,” p. 519

-“How Mr. Rabbit Was Too Sharp for Mr. Fox,” p. 520

-**Dunbar:** Introduction, p. 1028

-“We Wear the Mask,” p. 1033

-“Harriet Beecher Stowe,” p. 1034

-“Frederick Douglass,” p. 1035

-**Charlot:** Introduction, p. 414

-“[He has filled graves with our bones],” p. 415

-**Cochise:** “I am alone” – **handout**

T-14 -**Roosevelt:** Introduction, p. 1137

-From *American Ideals*, pp. 1138

-**Lazarus:** Introduction, pp. 521

-“The New Colossus,” p. 524

-**Addams:** Introduction, p. 1155

-From *Twenty Years at Hull-House*, p. 1156

-**Helen Hunt Jackson:** Introduction, p. 1150

-From *A Century of Dishonor*, p. 1150

-**Turner:** Introduction, p. 1133

-From *The Significance of the Frontier in American History*, p. 1133

Th-16 -**Exam over period 1865-1914 written in class**

-**Take-home quiz on Introduction handed out**

- T-21** -Introduction to period and timeline, p. 3-22 – take-home quiz due
 -Masters: Introduction, p. 36
 -Spoon River Anthology poems, pp. 37-39
 -Robinson: Introduction, p. 40
 -poems, pp. 40-44
 -Anderson: Introduction, p. 263
 -From *Winesburg, Ohio* (“Hands” and “Mother”), pp. 265-274, and **handout**
- *Th-23 -Frost: Introduction, p. 230
 -“Mending Wall,” p. 232
 -“Birches,” p. 243
 -Pound: Introduction, p. 314,
 -“Portrait d’une Femme,” p. 316
 -“A Pact,” p. 318
 -“In a Station at the Metro,” p. 318
 -Eliot: Introduction, p. 365,
 -“The Love Song of J. Alfred Prufrock,” p. 368
 -Look at Marcel DuChamps’ “Nude Descending Stairs” in the glossy section of your book (p. C1) and study it.
 -Go look up some of Pablo Picasso’s cubist works, and study them.
 -Look at Marsden Hartley’s “Portrait of a German Officer” in the glossy section of your book (p. C2), and study it.
- T-28** -WWI: Introduction, p. 214
 -Seeger, p. 216
 -Hemingway, p. 217
 -Fauset, p. 224
 -Sandburg: “Grass,” p. 281
 -March: from *Company K* – **handout**
 -Cohan: “Over There,” **handout**
 -Lewis and Young: “Hello, Central, Give Me No Man’s Land,” **handout**

March:

- *Th-2 -Eliot: *The Waste Land*, p. 378
 -Pound: “Hugh Selwyn Mauberly (Life and Contacts),” p. 320
 -Frost: -“Fire and Ice,” p. 245
 -“Design,” p. 246
 -“Directive,” p. 248
- T-7 -Hughes: Introduction, p. 869
 -“The Negro Speaks of Rivers,” p. 871
 -“Mother To Son,” p. 871
 -“The Weary Blues,” p. 872,
 -“Theme for English B,” p. 880
 -Hurston: Introduction, p. 528
 -“How It Feels to Be Colored Me,” p. 538
 -“The Gilded Six-Bits,” p. 541
 -H. Crane: Introduction, p. 812
 -“Chaplinesque,” p. 814
 -From *The Bridge*, “To Brooklyn Bridge” only, pp. 815-16

- *Th-9 -**Millay**: Introduction, p. 633
 - “I Think I Should Have Loved You Presently,” p. 634
 - “[I, Being Born a Woman],” p. 634
 - handouts**
- Moore**: Introduction, p. 357
 - “Poetry,” p. 359
 - “The Mind Is an Enchanting Thing,” p. 362
- cummings**: Introduction, p. 636
 - “O sweet spontaneous,” p. 639
 - “the Cambridge ladies who live in furnished souls,” p. 640
- Look up Grant Wood’s “Daughters of Revolution,” and study it.**
- T-14** -**Spring Break – no class**
- Th-16** -**Spring Break – no class**
- T-21** -**Sun-starved teacher at conference in Florida – no class**
- Th-23** -**Sun-starved teacher at conference in Florida – no class**
- T-28** -**Fitzgerald**: Introduction, p. 658
 - The Great Gatsby* – all of it – **reading quiz**
- *Th-30 -**Fitzgerald**: *The Great Gatsby* – all of it

April:

- T-4** -**Stevens**: Introduction, p. 281
 - “Thirteen Ways of Looking at a Blackbird,” p. 291
 - “A Postcard From the Volcano” – handout
- Williams**: Introduction, p. 302
 - “The Red Wheelbarrow,” p. 309
 - “This Is Just to Say,” p. 310
- Harburg and Gorney**: “Brother, Can You Spare a Dime?” handout
- Look at Dorothea Lange’s “Towards Los Angeles” in the Introduction to your book (p. 12), and study it.**
- Look at Edward Hopper’s “Night Hawks” in the glossy section of your book (p. C8) and study it.**
- Th-6** **Short interpretive paper due**
- Faulkner**: Introduction, p. 695
 - “A Rose for Emily,” p. 794
- Hemingway**: Introduction, p. 824
 - “A Clean, Well Lighted Place,” **handout**
- Fain and Kahal**: “I’ll Be Seeing You,” **handout**
- McDowall**: “Praise the Lord and Pass the Ammunition,” **handout**
- Take-home exam over period 1914-1945 handed out – due via e-mail by noon on Monday, April 10 – it can be e-mailed earlier than that**
- Collect take-home quiz over next Introduction**
- T-11** -**Introduction and timeline, pp. 3-16 – take-home quiz due**
- Welty**: Introduction, p. 50
 - “Petrified Man,” p. 52
- Salinger**: “For Esme, with Love and Squalor,” **handout**
- *Th-13 -**Bishop**: Introduction, p. 71
 - “The Fish,” p. 73
 - “One Art,” p. 89
- Jarrell**: Introduction, p. 174
 - “The Death of the Ball-Turret Gunner,” p. 177
 - “Thinking of the Lost World,” p. 180
- Berryman**: Introduction, p. 182
 - Dream Songs* 14, p. 191, and 45, p. 192, plus **handout of 187**

- T-18 -**Plath**: Introduction, p. 623
 -"Daddy," p. 629
 -"Child," p. 635
 -**Sexton**: Introduction, 558
 -"Sylvia's Death," p. 560
 -"Little Girl, My String Bean, My Lovely Woman," p. 562
 -**Rich**: Introduction, p. 566
 -"Diving Into the Wreck," p. 573
 *Th-20 -**Thompson**: From *Fear and Loathing in Las Vegas*, p. 407
 -**Ginsberg**: Introduction, p. 490
 -"Howl," p. 492
 -"Footnote to Howl," p. 500
 -"A Supermarket in California," p. 500
 -**Go look up some of Jackson Pollock's work and some of Andy Warhol's work and study them.**
 -**Dylan**: "The Times They Are A-Changin'," **handout**
 -**Seeger (adaptation)**: "Turn, Turn, Turn," **handout**
 T-25 -**Walker**: Introduction, p. 920
 -"Everyday Use," p. 921
 -**Baraka**: Introduction, p. 669
 -"An Agony. As Now," p. 670
 -"Will They Cry When You're Gone, You Bet," p. 676
 -**Lehrer**: "We Will All Go Together When We Go," **handout**
 -"Who's Next?" **handout**
 -**Lennon and McCartney**: "Revolution," **handout** Th-19
 *Th-27 -**Cheever**: Introduction, p. 156
 -"The Swimmer," p. 157
 -**Le Guin**: Introduction, p. 588
 -"Schrödinger's Cat," p. 589
 -**Bowie**: "Space Oddity," **handout**
 -**Buggles**: "Video Killed the Radio Star," **handout**

May:

- T-2 -**Shepard**: Introduction, p. 869
 -*True West*, p. 870
Th-4 -**Final comparative paper due**
 -**Spiegelman**: Introduction, p. 1057
 -From *Maus*, 1058
 -**Collins**: Introduction, p. 829
 -"The Names," **handout**
 -"Forgetfulness," p. 830
 -"Sonnet," p. 837
 -**Take-home final exam handed out**
T-9 -**Take-home final exam due in my office between 2:00pm and 3:00pm**

Plagiarism and Its Definitions

When do you need documentation?

For all statements of fact, opinions, ideas, statistics, allegations, etc. to which you have no exclusive claim by right of discovery or invention - either somebody else said, thought of it, discovered it, or proved it before you did. This excludes what is common knowledge, but you should try to cite it first and then check it with me.

What is plagiarism?

"When a student submits work purporting to be his own, but which in any way borrows ideas, organization, wording, or anything else from another source without appropriate acknowledgement of the fact, the student is guilty of plagiarism." (University of Kentucky statement on plagiarism)

Some forms of plagiarism:

1. Presenting as your own work a paper written by someone else
2. Using material phrased or quoted from a source without citing that source
3. Using the exact words of a source without using quotation marks to indicate a direct quotation. This remains plagiarism even if the material is properly cited.
4. Reproducing the style, organizational structure, or wording of a source, even if that source is properly cited; central to avoiding this error is the practice of proper paraphrasing.
5. Allowing another individual to substantially revise, rewrite, or edit your work. You may consult the Writing Lab for advice, and we will have editing sessions during which other students suggest alterations to your drafts, but YOU are to make the changes. I will require that you hand in all drafts, and I don't want to see somebody else's handwriting doing the revision.
6. Plagiarism is not limited to these specific examples. When in doubt, consult me.

What if you and a source independently reach the same conclusion or have the same idea?

You may claim the idea or conclusion as original to yourself, but you must also include a reference indicating that this same conclusion or idea is found in your sources.

Exceptions:

You do not have to cite any information that can be considered any part of the whole body of general knowledge shared by the educated public. Rule of thumb: Consider yourself a member of the "educated public." If you did not know the information before you did the research, you should seriously consider citing it. However, use discretion; do not cite anything that is simply an easily verifiable fact. For example, you might not have known that Franklin Pierce was the fourteenth president of the United States, but it would be considered a fact that is part of the "body of general knowledge" and would not need to be cited. When in doubt consult me.

Misrepresentation of sources:

If you attribute any fact, opinion, statistic, etc., to a source when indeed that source does not contain such information, you are guilty of intellectual dishonesty in a way that is just as serious as using another's work without proper attribution. You must paraphrase accurately and fairly; you must quote exactly and indicate any alteration of a quotation.