

English 242:002: American Literature II
MWF 12:30-1:20 (CRN 11302)
306 Armstrong Hall
Spring 2012

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Course Description

Welcome! In this course we will explore social impacts, historical contexts, and experimental forms of American literature from the Civil War to the present. We will study several different genres of literature, with a focus on poetic and dramatic forms. In order to better understand the context of certain works of literature, we will discuss important literary and cultural movements such as realism, regionalism, and modernism, while paying particular attention to the crucial ways in which literature engages with cultural realities such as war, class inequality, and racial divisions. This literary period is especially exciting, as many authors favor experimentation, innovation, and disruption over conformity and tradition. It is my hope that this course will be an opportunity for us to explore together the fascinating stories of the development of American literature and the ways in which that history paves the way for literature being created today.

Course Goals

- ❖ Chart intersections between literature, culture, and history
- ❖ Understand the ways that American literature since 1865 has developed in tandem with various social and political movements
- ❖ Explore the contexts and forms of different genres and literary experiments and determine their cultural value
- ❖ Read literature critically and respond actively
- ❖ Develop intelligent and thoughtful questions and comments based on your reading
- ❖ Gain the ability to construct an original argument or thesis with support

Preparation and Reading

Because this is a survey of literature course, you will have reading assigned for homework nearly every day. The readings are not optional, and to ensure that you are reading you will be quizzed and asked to respond to the readings regularly. You should read critically and actively, marking important passages and developing questions and comments to share in class. A large part of this class is based on class discussion and exploration, which cannot happen if students are not reading actively. Make sure you bring your book to class everyday.

Required Text

*Baym, Nina ed. *The Norton Anthology of American Literature*. Shorter 7th ed. Vol. 2. New York: W.W. Norton and Company, 2008. ISBN: 978-0-393-93055-9

Response and Evaluation

Attendance/Participation (10%): This is a discussion-based class that requires active participation. I should not be the only one talking—the most compelling engagements with literature occur as conversations with many perspectives rather than a lecture. I know it can be intimidating to speak up in class, but I will make every effort to make our classroom a comfortable environment in which everyone has a voice. I will ask simple as well as complex questions about the texts in class, and you should always feel free to pose your own questions verbally. It's not enough to show up to class and be prepared; in order to fully participate in this class you must contribute to class discussion as well. **Toward that end, half of your grade for this portion of the course will come from**

active in-class participation and the other half will come from attendance and preparation which includes arriving to class on time and having a book and notebook, as well as being attentive and not disruptive.

- In order to receive 100% for your attendance/participation grade you will need to earn all of your attendance points and participate regularly in class (at least once a week).
- If you gain all of your attendance points but rarely participate (approximately once every three weeks), you will earn an 80%.
- If you gain all of your attendance points but seldom or never participate in class, you will receive a 50%.
- You will lose attendance points if you are perpetually late, do not have a book or notebook, and/or are disruptive and inattentive.
- As for attendance, you have 4 free absences—I don't need to know where you are.
- At five absences, you will receive a zero for attendance (5% of your overall grade).
- At six absences you will receive a zero for attendance/participation (10% of your overall grade).
- **At seven absences you will receive an F in the course.**

If there is a legitimate emergency please see me or email me before the start of class that day to receive an excused absence. Three tardies will result in an absence. If you arrive late to class after I have taken attendance you have already been marked absent and you must see me after class so I can mark you tardee. However, if you are 15 or more minutes late to class you will be marked absent for that day. **Finally, you are responsible for any work assigned/turned in on the days you are absent.**

Discussion Questions (10%): To ensure that you are doing the readings, you will be required to submit two discussion questions at the beginning of each class on Mondays and Wednesdays. The questions will be on the literature we will be discussing that day. You must submit these before the start of class as you come in, not during or after our class discussion of the literature. These may be typed or handwritten. I will provide a more detailed handout on the discussion questions during the first week of class. The grading will be as follows:

- √ + (100%) for two substantive, detailed questions that engage deeply with the themes of the reading and introduce original ideas or perspectives
- √ (90%) for two questions that demonstrate understanding of the readings and engage with the themes
- √ - (80%) for questions that only engage with the reading at plot level and have a yes/no or a simple word or phrase answer
- If you fail to submit the questions, submit them late, or if your questions suggest that you have not read the assignment for that day you will receive a zero.

Quizzes (10%): On every other Friday we will have a five-question, short-answer quiz on material covered that week. These are to assure that you are reading and understanding the material. The content will be based on the readings as well as themes and concepts we discuss in class. This means that you should be taking notes daily in class, and if you are absent you will need to contact me or another student to find out what you missed. You will not be able to make quizzes up if you are absent, but I will drop the lowest quiz grade at the end of the semester. These will be out of five points. **Note: If I notice that students are not participating in class I assume they are not reading, and I reserve the right to give unannounced reading quizzes as necessary in addition to the scheduled quizzes.**

Presentations (5%): On Mondays a group of 3-4 students will begin discussion for that day with a brief, 6-8 minute presentation which will 1) provide information about that day's author, 2) give some historical and social context for the literature, and 3) present 3-4 substantive discussion questions to get the conversation started. The group will be required to meet with me ahead of time to discuss your plans for the presentation, and you will need to submit a written guide to me on the day you present. I will provide more specific guidelines during the first week of class on what your presentation and guide should include. On the day you present you **do not** need to submit discussion questions.

Written Responses (15%): I will assign 5 written responses to be submitted on Ecampus. For each one you will be required to develop an original argument or thesis and provide several supporting examples from the literature. Your response must move beyond simple plot summary and engage with the literature analytically. These should be 1-2 typed, double-spaced pages long and should respond to a piece of literature we read during that unit. You can incorporate ideas we discussed in class, but you must add original ideas as well. The responses will be out of 5 points and will be graded on Ecampus. If you turn in a response 1 class period late, you will receive half credit. Beyond that, it will be a zero. I will provide a more detailed assignment sheet for the responses during the first week of class.

Midterm (20%) and Final Exam (30%): Both your midterm and final exams will be taken in class. Together, they are worth 50% of your final grade in the course. We will have review sessions preceding each exam. The exams will be a combination of passage identification and essay questions. Any material that we discuss in class is fair game for the exams, so make sure you take good notes on the concepts, terms, and readings that we cover in class.

Grade breakdown:

Attendance/Participation	10%
Discussion Questions	10%
Quizzes	10%
Presentations	5%
Written Responses (5)	15%
Midterm Exam	20%
Final Exam	30%

93-100 A	80-82 B-
90-92 A-	77-79 C+
87-89 B+	70-76 C
83-86 B	63-69 D
	0-62 F

Policies and Procedures

Personal technology policy: The use of cell phones, IPODs, headphones, laptops, and Ereaders is prohibited during class time. You must have cell phones silenced and all devices put away. If I see you with a device out during class time, expect a significant drop in your participation grade. If you have any devices out during a quiz or exam, you will receive an “F” on that assignment. If you need special accommodations, please see me and I will give you special permission to use an electronic device.

Personal Issues: If you have any disabilities that may impact your performance in this class, please speak to me within the first week of classes. Also, contact the WVU Office of Disability Services at G-30 Mountainlair. Phone: (304) 293-6700 Voice/TDD: (304) 293-7740 Email: access2@mail.wvu.edu

Social Justice Policy: In class discussion, please remember to be sensitive and to respect the various viewpoints of your peers and offer your own views respectfully. We may be discussing controversial subjects in this class, and it is important that we maintain an atmosphere of respect and openness. If you are uncomfortable at any time with topics of class discussion, please see me privately.

Student Athletes: If you participate in a university-sponsored sport that will cause you to miss this class, please speak to me during the first week of classes. You must also provide me with a schedule from your supervisor.

Office Hours: I encourage you to come see me during my scheduled office hours if you have any questions or concerns about the course. I will hold office hours on Mondays, Wednesdays, and Fridays from 11:30-12:20 in G25 Colson Hall at the downtown campus. If possible, let me know ahead of time approximately when you are planning to come in. If you want to meet with me but cannot come during my office hours, either see me after class or email me to set up an appointment.

Academic Dishonesty

I take this very seriously, and if you are caught plagiarizing on a writing assignment or cheating on a quiz/exam the lightest penalty you can expect is a zero on the assignment. Depending on the severity of the offense you could also fail the course. You will be referred to my supervisor and the Student Judicial Affairs office. You can find the WVU Academic Integrity Statement on the website of the Office of Student Judicial Affairs.

Standard of Work

All of the writing you turn in for this course, whether it be reading responses, quizzes, or essay exams, should reflect college-level work. Students should be sure that the content is appropriate and that they employ grammatically correct standard written English. For questions on syntax, punctuation, and grammar, refer to the *Easy Writer* handbook or visit the Writing Center.

Schedule of Readings and Due Dates (Subject to change as needed)

Unit I	<i>American Literature From the Civil War to 1914: Realism, Regionalism, and Social Commentary</i>
Mon. Jan. 9	Introduction to the course, Syllabus
Wed. Jan. 11	American Literature 1865-1914 p. 1-13
Fri. Jan. 13	Whitman p. 17-21, "Crossing Brooklyn Ferry," "The Wound-Dresser" p. 64-70 and Dickinson p. 77-81, poems 409, 620, 1096, 1577
Mon. Jan. 16	NO CLASS-MLK Day
Wed. Jan. 18	Twain p. 93-97, excerpt from <i>Adventures of Huckleberry Finn</i> 101-123, DQ due
Fri. Jan. 20	Bierce "An Occurrence at Owl Creek Bridge" p. 299-306, Quiz 1 today
Mon. Jan. 23	James "The Turn of the Screw" http://etext.virginia.edu/toc/modeng/public/JamTurn.html , chapters 1-12, DQ due, Presentation 1
Wed. Jan. 25	James "The Turn of the Screw" http://etext.virginia.edu/toc/modeng/public/JamTurn.html , chapters 13-24, DQ due
Fri. Jan. 27	Chopin "At the 'Cadian Ball,'" "The Storm," "Desiree's Baby" p. 426-443, Response 1 due today
Mon. Jan. 30	Gilman "The Yellow Wallpaper" p. 506-519, DQ due, Presentation 2
Wed. Feb. 1	Lazarus "In the Jewish Synagogue at Newport," "1492," "The New Colossus" p. 422-426, Cahan "A Sweat-Shop Romance" p. 484-494, DQ due
Fri. Feb. 3	Washington "Up From Slavery" p. 452-462, Du Bois "The Souls of Black Folk" p. 551-568, Quiz 2 today
Unit II	<i>The Play's the Thing: Popular American Drama</i>
Mon. Feb. 6	American Literature 1914-1945 p. 705-718, Glaspell "Trifles" p. 791-801 DQ due, Presentation 3
Wed. Feb. 8	O'Neill "Long Day's Journey into Night" p. 889-918, DQ due
Fri. Feb. 10	O'Neill "Long Day's Journey into Night" p. 918-942, Response 2 due today
Mon. Feb. 13	O'Neill "Long Day's Journey into Night" p. 942-967, DQ due, Presentation 4
Wed. Feb. 15	Williams "A Streetcar Named Desire" p. 1158-1189, DQ due
Fri. Feb. 17	Williams "A Streetcar Named Desire" p. 1189-1222, Quiz 3 today
Mon. Feb. 20	Review for Midterm
Wed. Feb. 22	Review for Midterm
Fri. Feb. 24	Midterm Exam
Unit III	<i>Modernist Experimental Poetry and Drama (1914-1945)</i>

Mon. Feb. 27	Stein "The Mother of Us All" handout DQ due, Presentation 5
Wed. Feb. 29	Stevens p. 814-816, "Sunday Morning," "Thirteen Ways of Looking at a Blackbird" p. 818-823, DQ due
Fri. March 2	Loy "Parturition," p. 825-829, handout, Response 3 due today
Mon. March 5	Williams "Portrait of a Lady," "Spring and All," "The Red Wheelbarrow" p. 831-834, 838-839, Pound "To Whistler, American," "A Pact," "In a Station of the Metro" p. 842-845, DQ due, Presentation 6
Wed. March 7	HD "Leda," "Helen" p. 849-854, Moore "Poetry," "The Mind is an Enchanting Thing" p. 854-859, DQ due
Fri. March 9	Eliot p. 861-863, "The Wasteland" 869-881 Quiz 4 today
Mon. March 12	McKay "The Harlem Dancer," "If We Must Die," "America" p. 968-971, Hurston "How it Feels to be Colored Me" p. 981-985, DQ due, Presentation 7
Wed. March 14	Hughes "The Negro Speaks of Rivers," "I, Too," "The Weary Blues," "Mulatto" p. 1087-1092, DQ due
Fri. March 16	CLASS CANCELLED (Last day to drop a class) Response 4 due today
Mon. March 19	Millay "I Think I Should Have Loved You Presently," "I Too Beneath Your Moon, Almighty Sex" p. 993-996, handout, DQ due, Presentation 8
Wed. March 21	Barnes selections from <i>At the Roots of the Stars: The Short Plays</i> handout, DQ due
Fri. March 23	Loringhoven handout, Quiz 5 today
March 26-30	SPRING BREAK
Unit IV	<i>Contemporary Poetry and American Ethnic Voices (1945-present)</i>
Mon. April 2	American Literature since 1945 p. 1129-1138, Bishop "The Fish," "Sestina," "In the Waiting Room" p. 1222-1225, 1228-1231, DQ due, Presentation 9
Wed. April 4	Olson "I Stand Here Ironing" http://alexanderbecquer.com/IStandHereIroning.aspx , DQ due
Fri. April 6	NO CLASS-Friday before Easter
Mon. April 9	Plath "Lady Lazarus," "Daddy" p. 1475-1482, Sexton "The Starry Night," "Sylvia's Death" p. 1438-1441, DQ due, Presentation 10
Wed. April 11	Carver "Cathedral" p. 1556-1567 DQ due
Fri. April 13	Ginsberg "Howl," "A Supermarket in California" p. 1414-1425 Response 5 due today
Mon. April 16	Kingston "No Name Woman" p. 1567-1577, DQ due, Presentation 11
Wed. April 18	Cisneros "Woman Hollering Creek" 1643-1651, DQ due
Fri. April 20	Lahiri "Sexy" p. 1681-1698, Quiz 6 today
Mon. April 23	Sanchez handout, Presentation 12
Wed. April 25	Review for Final (Last day to withdraw)
Fri. April 27	Review for Final

Final Exam: Tuesday, May 1, 3:00-5:00 pm