

American Literature



Course Information

Semester:	Spring 2019	Course:	ENGL 204
Professor:	Dr. Christine Grogan	Meetings:	TR 10:00-11:15 Room 762
Email:	cgrogan@udel.edu	Prerequisites:	ENGL 110
Office Hours:	MW 9:20-11:20 Room 759	Credits:	3
Website:	http://christinegrogan.weebly.com/	Section:	310
Library Resource:	https://library.udel.edu/associateinarts/		

Course Description

“Datta. Dayadhvam. Damyata. / Shantih shantih shantih” concludes T. S. Eliot’s “The Waste Land,” the poem still widely regarded as the most radical and brilliant development of

Modernism (433-34). At the mysterious ethical and religious commands that end the work (doubly mysterious because they are in Sanskrit), we feel a certain awe, a piety in the presence of something ultimate. However, what that something is isn't quite clear. As demonstrated in the poem, meanings are ambiguous, emotions ambivalent, and fragments do not make an ordered whole. And yet this is the human condition in the period between 1914 and 1945 (beginning of WWI until end of WWII).

Although Eliot may get credit for having been the first to poignantly capture the ruins, he was certainly not the last. And whereas Eliot looked at the world and found a wasteland, some early twentieth-century American writers saw renewal. In English 204, American Literature, you will be introduced to modern American literature by sampling representative works from the "Lost Generation," "The Harlem Renaissance," and the "Jazz Age." We will pay close attention to innovation and how the modernist writers, to borrow from Ezra Pound, made it new. While introduced to critical concepts, you will study these works in their historical and cultural contexts.

Required Text

Baym, Nina, ed. *The Norton Anthology of American Literature, Volume D: 1914-1945*. 8th ed. New York: Norton, 2012.

Learning Outcomes

Upon completing this course, you should be able to:

- Apply a set of critical reading skills to the world of language, literature, and culture
- Define and apply literary terms and concepts related to fiction and poetry
- Appreciate great modern American literature and the historical context that has shaped it
- Read and write critically about the social and cultural perspectives represented in the literature
- Analyze how American writers of this period responded to the political, social, and artistic issues of their time
- Conduct critical inquiry and research to produce literary criticism

Graded Assignments

The following distribution will be used to determine final grades:

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|-----------------------------|-----|
| ▪ Homework | 10% |
| ▪ Presentation | 15% |
| ▪ Exam 1 | 15% |
| ▪ Exam 2 | 20% |
| ▪ Analytical Research Paper | 25% |
| ▪ Attendance | 15% |

Homework

You are required to turn in 11 homework assignments. The tentative schedule includes the due dates. The replies should be typed, in MLA format, and two paragraphs long. The first paragraph should provide a summary of the reading. The second paragraph should analyze the work and formulate arguments about the piece. By the second reply, you should start to draw comparisons to and contrasts from previous works we've read. These will be graded for completion. You may be asked to read yours in class to launch our discussions. One will be dropped at the end of the semester. There is an example of a model homework response on my Website (Teaching/Literature).

Presentation

You will give a brief (10-15 minute) presentation on one of the assigned texts this semester. The task is to focus on one scene (1 to 1.5 pages) or poem from the assigned reading for that day. You should read the scene or poem aloud to the class, examine its significance, discuss the author and **context**, and ask thought-provoking questions (that you are prepared to answer). You can show clips from the Internet if this enhances the presentation. I encourage you to use PowerPoint and to be creative and energetic and to get your classmates to engage with the text. These presentations are designed to get you to practice analyzing texts in an open-ended way, bringing observations and questions, probing the class to explore details of the work further.

Exams

In order to help synthesize all of the material that we are covering, you will complete two exams, which will focus on the chapter readings, class lectures, and assigned literary works. To prepare, you should read thoroughly and take notes during class. The exams will include short-answer and essay questions. An example of an essay question is: "The Lottery" and "Battle Royal" were published around the same time. Compare and/or contrast their portrayal of the United States in the post-World War II era.

Analytical Research Paper

The capstone for this course is an analytical research essay on one of the provided stories by Kay Boyle. You are required to locate a secondary, scholarly article and engage with it. We will draft this paper, in that you will turn in a thesis statement, summary of the secondary source, outline, and rough draft. The paper should be 1,000 words in length. There will be a peer review session that will be held during class. You are required to bring a hard copy of a draft of your analytical research paper to this session. Classmates will read and offer feedback on the essay. I will also meet with you individually to check on your progress.

Attendance

Active participation is essential for your success; therefore, regular attendance is required. Along with being present, you should have all reading completed and in-hand, ideas to share in discussion, and any assignments completed and submitted by the start of class time.

Although I encourage you to attend all of the class sessions, I realize that life happens so I excuse your first two absences. For every unexcused absence after two, your Attendance score will be decreased by 10 points for each absence. If you have a reason for being absent that would normally be excused, it is your responsibility to inform me within one week of the absence. It is also your responsibility to notify me that you are present if you slip into class late. If you miss a class, it is your responsibility to get the assignments, class notes, and course announcements from a classmate. Students with extended absences are encouraged to contact Dr. Trembanis to coordinate communication with faculty and with Mr. Mendoza to work through program progress issues.

University policy (3.1.13 “Student Class Attendance and Excused Absences”) states that absences for the following reasons are excused:

- Religious holidays not listed in University calendars
- Athletic participation and other extracurricular activities in which students are official representatives of the University
- Serious personal illness, family member illness, or death within a student’s family, or other serious family emergency
- Short-term military duty in the National Guard or active reserve
- Jury duty

You should inform me by email during the first two weeks of the semester if you need to miss because of these reasons.

Grades

	A = 94-100	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 = 64-66	D- = 60-63	F = below 60

Assignment Submissions

Papers should be typed (in 12-point, Times New Roman font), printed in black ink, double-spaced, with one-inch margins and stapled. MLA formatting should be followed (your name, my name, course title, and date in the upper left-hand corner of the first page). All of the pages should be numbered (your last name and page number in the upper right-hand corner). A works cited page should be included if you are citing external sources. A title should be provided, which is centered. Please see the MLA document posted on Canvas.

For electronic copies, you should ensure the file is in PDF and should always check that your submitted file successfully uploaded to Canvas. I may have additional instructions, and requirements may change depending on the assignment medium. You should check with me well in advance of a deadline if you are unsure.

For every class day that an assignment is late, your final grade on that assignment will be lowered 5 points. For example, in a TR class, if a project is due on Tuesday and you turn it in on Thursday, you lose 5 points; if on the following Tuesday, you lose 10 points. An assignment is

late if it is not turned in by the due date. Homework cannot be made up.

Class Rules

Cell phones and laptops should be powered off during class. Professionalism is expected at all times. Others' opinions should be respected, especially when they differ from your own.

One-on-One Conference

You are required to have a one-on-one conference with me this semester to discuss your work and your progress in the course. Missing a conference is counted as two absences. I encourage you to also come to my office hours throughout the semester.

Contacts

Writing Support: Contact Brandy Yates at byates@udel.edu.

Please contact Dr. Brandy Yates, the Writing Center Representative at Dover, for help with writing. She can offer assistance with any step in the writing process from generating ideas, organizing thoughts, and creating content to revision of a completed essay in a variety of subject matters for any of your classes. She is also available to help with other areas of writing including job and scholarship applications. There is no need to wait until you have an assignment or a completed draft; you can come in with specific problem areas like grammar or sentence structure issues or to get an early start on a final essay. To make an appointment, email byates@udel.edu.

Disability Support Services Dover Liaison: Contact Amy Shupard at ashupard@udel.edu.

Dover AAP students do have the ability to take tests in the DTCC testing center with a proctor. For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Interim Director, Office of Disability Support Services, Elizabeth Reed ecreed@udel.edu, Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the U.S. Department of Education - Office for Civil Rights (wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm).

Accessibility Statement

This course welcomes students with disabilities. In order to receive official university accommodations, you need to register and request accommodations through the Office of Disability Support Services. Their website is <http://www.udel.edu/DSS/>, and they can be contacted via email at dssoffice@udel.edu or via phone at 302.831.4643. You should also let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

Academic Integrity

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these

acts corrupts the educational process. You are expected to do your own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at <http://www1.udel.edu/studentconduct/policyref.html>, Office of Student Conduct, 218 Hullihen Hall, 302.831.2117, e-mail: student-conduct@udel.edu.

Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei. You can report any concerns to the University's Office of Equity & Inclusion at 305 Hullihen Hall, 302.831.8063 or you can report anonymously through UD Police 302.831.2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance. You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: sites.udel.edu/sexualmisconduct/how-to-report/.

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that you may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated to inform the university's Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy—I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to report information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302.831.1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct.

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The

University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact:
Director, Institutional Equity & Title IX Coordinator, Susan L. Groff, Ed.D., groff@udel.edu,
305 Hullihen Hall Newark, DE 19716, 302.831.8063.

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Director, Office of Disability Support Services, Anne L. Jannarone, M.Ed., Ed.S., ajannaro@udel.edu, Alison Hall, Suite 130, Newark, DE 19716, 302.831.4643 OR contact the U.S. Department of Education - Office for Civil Rights (wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm).

Tentative Schedule

Week 1

February 12 T: Syllabus, Introductions, Film on youtube “A&E Home Video: The Lost Generation”; First Day Writing
February 14 R: Film on youtube “A&E Home Video: The Lost Generation”

Week 2

February 19 T: Discussion of Film and Introduction (3-22)
February 21 R: Model Presentation: “The Gilded Six-Bits” (528-30 and 541-49); Homework 1; Presentation Sign-Up

Week 3

February 26 T: MLA Review; “The Man Who Was Almost a Man” (898-907); Homework 2
February 28 R: “Pale Horse, Pale Rider” (484-85 and 494-528); Homework 3

Week 4

March 5 T: “Black Boy” (Canvas); Homework 4
March 7 R: “Barn Burning” (695-98 and 800-12); Homework 5

Week 5

March 12 T: “The Snows of Kilimanjaro” (824-42); Homework 6
March 14 R: “Babylon Revisited” (658-59 and 675-89); Homework 7

Week 6

March 19 T: Library Review: Finding a Secondary Source
March 21 R: Mid-Semester Feedback (Stop/Start/Continue); from *Winesburg, Ohio* (263-78); Homework 8

Week 7

March 26 T: Exam Preparation
March 28 R: Exam 1

Week 8

April 2 T: No Class

April 4 R: No Class

Week 9

April 9 T: Secondary Source and Thesis Workshop; Introduction to Poetry

April 11 R: Frost "Design" (230-31 and 246); Stevens "The Emperor of Ice-Cream" (281-83 and 284-85); Williams "Spring and All" (302-04 and 306-07); Homework 9

Week 10

April 16 T: Hughes "Theme for English B" (869-71 and 880); Cullen "Incident" (892-94);

McKay "The Lynching" (480-81 and 483); Homework 10

April 18 R: "The Love Song of J. Alfred Prufrock" (365-71); Homework 11

Week 11

April 23 T: Conferences; Bring Outline

April 25 R: Conferences; Bring Outline

Week 12

April 30 T: Exam Preparation

May 2 R: Exam 2

Week 13

May 7 T: Research Paper Peer Review

May 9 R: Research Paper Help

Week 14

May 14 T: Literary Jeopardy; Research Paper Due

May 16 R: Group Activity; Last Day Writing