



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: ENGL 328.01, American Literature II

Course CRN # and Section: 20425

Professor: Dr. Blevin Shelnut, Assistant Professor of English

Semester Taught: Spring 2019

Office: Admin 316

Credit Hours: 3

Office Hours: MW 11:00am-1:00pm, TR 10:30-11:00am, and by appointment

Prerequisites: ENGL 205 or consent of Instructor

Email: bshelnut@concord.edu

Course Time: MWF 1:00-1:50pm

Phone: 304-384-5260

Room Number: Admin 304

Department Website:
concord.edu/humanities

Description:

This course introduces you to American literature from the end of the Civil War to (almost) the present day—a period that sees the dramatic expansion and diversification of people living in the U.S., the nation’s rapid industrialization and emergence as global power, and the transformation of print from the dominant to a subsidiary medium of mass communication. We will examine the shifting status and function of American literature in light of these and other social, cultural, and technological developments, reading texts in a variety of genres, including poetry, fiction, non-fiction, and drama. In addition, we will consider the various “isms” through which scholars have traditionally engaged literature of this period (realism, naturalism, modernism, postmodernism), exploring how our readings not only confirm but also potentially challenge the cultural modes with which they have been associated.

One class each week will take place online; you will complete a variety of digital exercises, including posting reading reflections, responding to the written work of your peers, exploring digital archives, and comparing editions of our readings. The goals of our hybrid approach to American literary study are: 1) to expose you to multiple methods of literary study and analysis; 2) to deepen your engagement with traditional areas of humanistic study (including the study of literature, history, and American culture), while broadening your sense of how such areas shape and are shaped by the contemporary digital world; and 3) to expand your preparation for a range

of careers that call for the integration of humanities-based skills (such as close reading, critical thinking, developing and effectively communicating analytical arguments) and digital technologies (including journalism, public relations, museum studies, creative writing).

Course Management System: Blackboard

Hardware/Software Needed: computer with access to the internet

Text Requirements:

Levine, Robert, gen. ed. *The Norton Anthology of American Literature: 1865 to the Present*. 9th ed. Vol. 2. New York: Norton, 2017.

Concord University Educational Goals and Learning Outcomes:

Learning Outcomes for English 328	Concord University Educational Goals (Advanced Course Level)	2012 National Council of Teachers of English (NCTE) Standards
1. Students will demonstrate their ability to <ul style="list-style-type: none"> • draw inferences from close readings • demonstrate understanding of interrelationships among textual elements 	CU Skills Goal #1a: Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [including] reading . . .	NCTE Content Knowledge I.1: Candidates are knowledgeable about texts . . . [including] print and non-print texts [and] media texts . . .
2. Students will demonstrate their ability to <ul style="list-style-type: none"> • write critically, supporting inferences drawn from close reading by citing and interpreting specific textual evidence • write proficiently at a level of “adequate” or above, as defined by the Department’s criteria for evaluation of essays 	CU Skills Goal #1 b: Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [including] writing . . .	NCTE Content Knowledge II.1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose . . .
3. Students will demonstrate their ability to apply critical thinking skills (analysis, synthesis, evaluation) to literary texts.	CU Skills Goal #2: An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills in problem solving	
4. Students will demonstrate competency in analyzing and synthesizing textual elements;	CU Skills Goal #4: An ability to analyze, synthesize, and	

Learning Outcomes for English 328	Concord University Educational Goals (Advanced Course Level)	2012 National Council of Teachers of English (NCTE) Standards
and in integrating these elements within a unified discussion.	integrate elements, information and ideas	
5. Students will demonstrate an ability to interpret selected American literary texts from the Civil War to the present within their historical context.	CU Knowledge Goal #3: An ability to interpret events and trends within historical contexts	NCTE Professional Knowledge and Skills Standard I.1: Candidates are knowledgeable about texts . . . [including] classic texts . . . that represent a range of world literatures [and] historical traditions . . .
6. Students will demonstrate acquaintance with aesthetic principles, methods, materials, and methods that empower works of literature to reinforce or challenge societal values and assumptions.	CU Knowledge Goal #6: Awareness of the aesthetic principles, methods, materials, and media employed in artistic performance and in the creation of works of art and literature.	NCTE Content Knowledge Standard II.2: Candidates . . . understand the impact of language on society.
7. Through close reading of literary texts presenting moral dilemmas, the students will demonstrate competency in recognizing and evaluating underlying assumptions based on ethical or moral values.	CU Attitudes Goal #1: Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes	NCTE Professional Knowledge and Skills VII.1: Candidates . . . model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
8. Through close reading and class discussion of texts that reflect the world views reflected in American literature from the beginning to the present, the students will develop a capacity for respectful attentiveness to and recognition of commonalities and differences among varying perspectives.	CU Attitudes Goal #3: Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution	NCTE Professional Knowledge and Skills VII.2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for . . . collaboration. . . and community engagement.

Course Requirements:

Attendance and participation: Our course depends on in-class discussion, and students who miss class will have difficulty meeting its goals. I expect that you will strive to attend every class. In addition, you're expected to come to class on time, with the assigned readings in hand, having completed the reading. During class, you're expected to respectfully engage with me and your peers. Your participation will be assessed on the regularity and quality of your contributions to discussion. Arriving after I've taken roll, leaving before class is over, using electronic devices, or being off-task in class will result in your being marked absent. Each absence beyond the first reduces your participation grade by one-third of a letter grade (e.g., from an A to an A-). In case of any absence, you should let me know that you'll be missing class, ask a classmate for notes, and arrange to meet with me to discuss any questions.

Digital exercises: Each week, you will complete an online activity consisting of an exploratory research assignment and/or a response to our readings or the written work of your peers. Assignments are due to Blackboard by 8:00pm on Sundays.

Written assignments: The goal of the short essay is to introduce you to close reading, teaching you how to perform sustained analyses of exemplary textual moments. Your final paper will be a longer essay on a topic of your choice, expanding on questions and themes we have explored in class. As part of the writing process, you will submit a proposal indicating the text(s) you will examine, questions you will pursue, and 2-3 passages you will analyze in the essay.

Exams: The midterm will consist of analysis of key passages. The final exam will include identifications and passages based on our readings from the second half of the semester and an essay section asking you to make connections across the entire course.

Grading:

A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, etc.

15% Participation
15% Digital exercises
10% Midterm exam
15% Short essay (3-4 pages)
20% Final essay (6-8 pages)
15% Final exam

Late Assignments and Make-up Policy:

Late assignments will be reduced by one-third of a letter grade for each day late (A to A-, A- to B+, etc.). Exams may not be made up or taken at an alternative time.

Course Timeline (Schedule of Assignments/Assessments/Presentations):

Week 1

- M, Jan. 14 [classes canceled due to weather]
- W, Jan. 16 introductions to the course and to each other
begin discussing Walt Whitman, "Song of Myself" (1855)
- F, Jan. 18 digital exercise: discussion forum
begin reading *Huckleberry Finn*

Week 2

- M, Jan. 21 no class—Martin Luther King Day
- W, Jan. 23 Whitman, "When Lilacs Last in the Dooryard Bloom'd" (1866), 76-82
- F, Jan. 25 digital exercise: *The Walt Whitman Archive*, whitmanarchive.org
continue reading *Huckleberry Finn*

Week 3

- M, Jan. 28 Emily Dickinson, focusing on poems 202 "[Faith' is a fine invention]," 269 "[Wild nights - Wild nights!]," 339 "[I like a look of Agony]," 340 "[I felt a Funeral, in my Brain]," 359 "[A Bird, came down the Walk -]," 479 "[Because I could not stop for Death]," 519 "[This is my letter to the World]," 591 "[I heard a Fly buzz - when I died -]," 706 "[I cannot live with you]," 788 "[Publication - is the Auction]," and 1263 "[Tell all the truth]" (1861-72), 82-100

*also, poem 448 "[I died for Beauty - but was scarce]," linked here:
www.bartleby.com/113/4010.html

- W, Jan. 30 continue discussing Dickinson poems
- F, Feb. 1 digital exercise: *Emily Dickinson Archive*, edickinson.org
continue reading *Huckleberry Finn*

Week 4

- M, Feb. 4 Mark Twain, *Adventures of Huckleberry Finn* (1884), chapters I-VIII, 101-138
- W, Feb. 6 *Huckleberry Finn*, chapters IX-XVIII, 138-182
- F, Feb. 8 digital exercise: annotations and discussion forum
finish reading *Huckleberry Finn*

Week 5

- M, Feb. 11 *Huckleberry Finn*, chapters XIX-XXXI, 182-244
- W, Feb. 13 *Huckleberry Finn*, chapters XXXII-XLIII, 244-290
- F, Feb. 15 digital exercise: *Mark Twain in His Times*, twain.lib.virginia.edu

Week 6

- M, Feb. 18 Henry James, “Daisy Miller: A Study” (1878), 338-382
- W, Feb. 20 James, “The Real Thing” (1892), 382-399
- F, Feb. 22 digital exercise: variorum edition of *Daisy Miller**

Week 7

- M, Feb. 25 Charlotte Perkins Gilman, “The Yellow Wall-paper” (1892), Why I Wrote “The Yellow Wall-paper,” and *Masculine Literature*, 509-523, 593-94
- W, Feb. 27 writing workshop
- F, Mar. 1 **take-home midterm**

Week 8

- M, Mar. 4 Stephen Crane, *Maggie: A Girl of the Streets* (1893), linked here: public.wsu.edu/~campbelld/crane/maggiertext.html
- W, Mar. 6 continue discussing *Maggie*
- F, Mar. 8 digital exercise: International Center of Photography: Jacob Riis, www.icp.org/browse/archive/constituents/jacob-riis

Mar. 11-15 Spring break!

Week 9

- M, Mar. 18 “Debates over ‘Americanization’”: selections by Frederick Jackson Turner, Theodore Roosevelt, and Albert Beveridge* (1893-1903), Emma Lazarus, “The New Colossus” (1883), 429-30, 432
due: short essay

W, Mar. 20 Booker T. Washington, *Up from Slavery* (1901), W. E. B. Du Bois, *The Souls of Black Folk* (1903), Paul Laurence Dunbar, “We Wear the Mask” (1897), 469-479, 559-577, 633-34, 636

F, Mar. 22 digital exercise: TBD

Week 10

M, Mar. 25 Robert Frost, “The Road Not Taken” (1916), ““Out, Out—”” (1916), and “Design” (1922), Wallace Stevens, “Thirteen Ways of Looking at a Blackbird” (1931), William Carlos Williams, “The Red Wheelbarrow” (1923) and “This is Just to Say” (1934), Ezra Pound, “In a Station of the Metro” (1913), 735-36, 744, 746, 748, 775-77, 782-84, 786-88, 793-97, 799

W, Mar. 27 Marianne Moore, “Poetry” (1921, 1935), T. S. Eliot, *The Waste Land* (1922), Claude McKay, “The Harlem Dancer” (1917) and “If We Must Die” (1919), Langston Hughes, “I, Too”(1925), “The Weary Blues” (1925), and “Song for a Dark Girl” (1927), 822-25, 827-30, 834-46, 934-37, 1036-37, 1038, 1039, 1041

*also, Edna St. Vincent Millay, “I Think I Should Have Loved You Presently” (1922) and “[I, being born a woman]” (1923), linked here:

www.poetryfoundation.org/poems/46556/i-think-i-should-have-loved-you-presently

www.poetryfoundation.org/poems/148564/i-being-born-a-woman-and-distressed

F, Mar. 29 digital exercise: TBD

Week 11

M, Apr. 1 William Faulkner, “Barn Burning” (1939), 1005-9, 1015-27

W, Apr. 3 Eudora Welty, “Petrified Man” (1941), 1096-1106

F, Apr. 5 digital exercise: TBD

Week 12

M, Apr. 8 Tennessee Williams, *A Streetcar Named Desire* (1947), 1116-81

W, Apr. 10 continue discussing *Streetcar Named Desire*

F, Apr. 12 digital exercise: TBD

Week 13

- M, Apr. 15 Ralph Ellison, *Invisible Man*, Chapter I (1952), Gwendolyn Brooks, “the mother” (1945), “the white troops had their orders but the Negroes looked like men” (1945), and “We Real Cool” (1960), 1209-20, 1300-3
- W, Apr. 17 Allen Ginsberg, *Howl* (1956), “A Supermarket in California” (1956), 1392-1403
- F, Apr. 19 digital exercise: TBD

Week 14

- M, Apr. 22 Elizabeth Bishop, “The Fish” (1946) and “In the Waiting Room” (1976), Robert Lowell, “Skunk Hour” (1959) and “For the Union Dead” (1960), 1106-9, 1113-15, 1289-91, 1296-99
- W, Apr. 24 Adrienne Rich, “Diving into the Wreck” (1970), Sylvia Plath, “Lady Lazarus” (1966) and “Daddy” (1966), 1414-16, 1421-23, 1442-49
- F, Apr. 26 digital exercise: TBD

Week 15

- M, Apr. 29 Toni Morrison, “Recitatif” (1983), 1427-1442
- W, May 1 course wrap-up
- F, May 3 **due by 2pm: final essay**
- F, May 10, 11:30-1:45 **final exam**

University Policies, Protocols, and Resources

Accessibility/Accommodations: Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform me at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty: Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties—including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code: A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states: *"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy: Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System: In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information: Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy: As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. **Our class will take place from 1:45-2:25pm.** (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service*

Student Conduct: In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault: Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services: Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer: This syllabus is subject to change based on the needs of the class. Please check it regularly.