

**ENG 3320-01: American Literature,  
1890 to Present  
Fall 2019, MWF 1:25-2:20 p.m.  
401 Millett Hall**



**Professor:** Dr. Jennings  
**Office Hours:** MF 12:00-1:00 pm  
or By Appointment  
**Office:** 451 Millett Hall  
**E-mail:** [hope.jennings@wright.edu](mailto:hope.jennings@wright.edu)

### **COURSE DESCRIPTION & OUTCOMES**

For this course, we'll be reading, exploring, and studying representative works of American writers from 1890 to the 21<sup>st</sup> century. We will consider the cultural contexts that inform the literature we are studying as well the literature's influence on its own culture and how it might speak to our times. This is a **reading-intensive course** and covers an extensive range of genres: essays, poetry, drama, short fiction, and one novel. **Pre-requisite:** ENG 1100.

Once you have completed this course, you will be able to:

- Identify and explain how aspects of American identity intersect with other cultural and literary concerns;
- Understand how cultural, technological, and political conditions provoked and impacted what people wrote and how they read;
- Understand how an author's use of characterization, setting, point of view, imagery, and other literary elements convey meaning in written texts;
- Read thoughtfully and thoroughly, and express your interpretations about literary texts both orally and through writing.

### **REQUIRED TEXTS**

- Berke, Amy, et al. *Writing the Nation: A Concise introduction to American Literature, 1865 to Present*. University of North Georgia. (Adapted/Revised for this course and available in Pilot)
- Samantha Hunt. *The Seas*. Tin House Books, 2018. **ISBN-13:** 9781941040959
- Morrison, Toni. *Paradise*. Vintage, 2014. **ISBN-13:** 9780804169882
- Nabokov, Vladimir. *Lolita*. Vintage, 1989. **ISBN-13:** 9780679723165
- Whitehead, Colson. *The Underground Railroad*. Anchor, 2016. **ISBN:** 9780345804327
- Williams, Tennessee. *A Streetcar Named Desire*. New Directions, 2004. **ISBN-13:** 9780811216029

### **COURSE EVALUATION:**

**Grades are based on the following points (1,000 total)**

<b>Website Blogs (10 x 50 pts. each)</b>	<b>500</b>
<b>Peer Responses (10)</b>	<b>100</b>
<b>Research Webpage</b>	<b>250</b>
<b>Participation and Attendance)</b>	<b>150</b>

Grading Scale:	
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

**Website Blogs (50%):** Students will create a personalized website on which they provide reflective blog posts. By Sunday of Week 2 (9/8), you will need to set up your website with a public URL, a clearly designed homepage, and your first blog post. You must write a total of ten (10) blog posts (50 points each), each post must be a minimum of 300-500 words, and should be focused on the assigned reading(s), as designated in the class calendar. Keep in mind, as well, that blogs are a form of public writing, so you will want to ensure your writing is as clear and free of errors/typos as possible; in other words, blogs (and peer responses, discussed below) must meet the general evaluation criteria for academic writing (see below). Blogs must be posted on your website **and** submitted to the dropbox folder in Pilot by the deadline (see class calendar)—this is to ensure students are meeting academic standards of integrity (see below); any blogs that are posted on your website but not in Pilot will remain ungraded until a copy is submitted to Pilot (website and dropbox copies must be exactly the same). Late submissions will receive deductions in points and I will not grade any blog posts submitted more than two days late (after 48 hrs). Detailed guidelines and rubrics for the blogs and research webpage (see below) are available on the course website: <http://www.hopejennings.com/fall-2019.html>.

**Peer Responses (10%):** Students will engage with peers online by reading and providing comments on each other's blog posts. You are required to provide a minimum of ten (10) peer responses, one for each set of blogs. Peer responses should be about 3-4 sentences providing substantive feedback or engagement with each other's ideas. At least five of the required peer responses must be provided to a different student (in other words, you may not always respond to just one or two people in the class). Peer responses may be submitted to each other's websites any time after the blogs have been posted but are due by Sunday of the following week. You are more than welcome to provide comments on each other's blogs beyond the required minimum, and for each additional peer response that is meaningful and substantive you will earn five points extra credit (same for responding to comments on your own post). You **may not** earn these extra credit points by writing a bunch of comments at the end of the semester as a last-ditch effort to boost your grade. Blog writing is intended to be interactive writing, and so extra credit points for additional comments will only be earned if posted within the week each blog set is posted. Peer responses are assessed according to the grading criteria of full credit, partial credit, no credit, with the final grade being the average of points earned. You can access each other's websites here: <http://www.hopejennings.com/student-websites.html>.

**Research Webpage (25%):** Instead of a final exam, you will create an additional page for your website; this will involve research and use of text, image, and/or audio. You should select one of the texts we have read and find the following items produced within the same year the text was published: 3 songs, 1 movie, 1 visual artwork/other media, and 5 news clippings or magazine articles related to American politics/culture. Using these materials, you will design a kind of digital almanac or diary for that year by describing and identifying how each item relates to the literary text that you've selected. Ideally, your research will coherently place the literary text in its historical contexts by demonstrating its connection to other cultural artifacts. You must submit a copy of all written components of this page in a Word document to the Pilot dropbox.

**Participation & Attendance (15%):** Students are expected to attend class fully prepared to contribute to discussion, which includes completing all reading assigned for that day, bringing the assigned readings with you to class, and being able to respond to questions and engage respectfully with peers. If you meet all of these expectations then you will receive full credit (FC/fully present); if you arrive late or leave early, leave class multiple times and/or for extended periods, or are clearly unprepared or unwilling to participate, you will receive partial credit (PC/non-participatory); if you are absent or engage in any disruptive behaviors (see general conduct rules below), you will receive no credit (NC/absent). Simply showing up to class does not mean you are fully present, and absences are factored into your final participation grade, which is based on the average of full credit, partial credit, and no credit points that you've earned. You can keep track of your participation through the Attendance register in Pilot; although this does not provide the average, you may ask me for this at any time in the semester after Week 8.

**ATTENDANCE POLICY:** Attending higher education is voluntary, and so it is your choice whether you show up for class and participate. If you use the time of the class meeting to do something else, that is your decision. Missing class is not an excuse for missing assignments or submitting things late. If you miss class, you should refer to the syllabus, class calendar, and/or a classmate for information about what was covered on that day. Do not expect me to do this work for you. **NB:** *Missing more than 6 classes, including partially missed classes, will lead to at least a full letter grade deduction (100 points) from your overall final grade for the course.*

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#### GENERAL EVALUATION CRITERIA FOR ALL WRITTEN WORK

- A = Demonstrates advanced critical thinking skills and outstanding knowledge of the readings and other course content. Ideas are original and depth of analysis is excellent. Writing is clear, concise, free of basic errors, easy to follow **and** shows excellent command of language and disciplinary style.
- B = Demonstrates solid critical thinking skills and familiarity with readings and other course content; provides interesting illustrations and examples. Writing is coherent, concise, easy to follow, and **nearly** free of basic errors.
- C = Demonstrates basic understanding of the readings and other course content and can provide a good summary of material but only provides superficial analysis and support for issues raised. Writing is coherent and easy to follow but wordy, repetitious and/or marred by numerous errors.
- D = Demonstrates minimal understanding of readings and course content; ideas are vague or not supported by any analysis and shows overall lack of effort. Writing lacks general coherence and shows little to no command of the English language.
- F = Demonstrates serious lack of understanding of readings and other course content; serious lack of analysis and/or effort. Writing is incoherent and impossible to follow

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#### ACADEMIC HONESTY GUIDELINES & POLICY

Penalties for academic dishonesty and student procedure in academic dishonesty prosecution are clarified in the *Wright State University Student Handbook* and on the Office of Community Standards & Student Conduct website at: <http://www.wright.edu/students/judicial/integrity.html>. Plagiarism is using other people's ideas and/or words without crediting them and is considered intellectual theft; paraphrasing also requires citations and page numbers. For further information about plagiarism, refer to: <http://www.wright.edu/academics/writingctr/resources/plagiarism.html>.

**INSTRUCTOR POLICY ON PLAGIARISM:** If any portion of submitted work is plagiarized, you will receive a “0” on that assignment; if you commit a second offense, regardless of circumstances, you will receive an F for the entire course and may be subject to disciplinary action.

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### GENERAL CONDUCT & COURSE POLICIES

*NB: Failure to follow these guidelines may lead to dismissal from the class.*

- You are expected to compose yourself as if in a professional environment. This includes attending class regularly and on time, being prepared for each class session, and contributing to course requirements as if you were in a workplace. Unprofessional behavior will imperil your ability to get a good grade, but also your ability to receive a letter of recommendation from me should the need arise. I request that you address me as Dr. Jennings and not by first name. For some of the contexts and reasons behind this general preference and standard of professional etiquette, I recommend reading this [New York Times essay](#).
- Electronic devices such as laptops and tablets may only be used for taking notes and/or referring to assigned readings. Cell phones must be on silent and recording of class discussions are not permitted.
- Respect toward peers and the instructor includes active listening and refraining from bigotry and intolerance toward others. Although your individual opinions about the texts and issues explored in this class are encouraged, you must be able to present your interpretations or stance through an informed lens, using critical thinking and/or verifiable evidence beyond personal beliefs or anecdotal experiences (such as reference to textual examples, reliable secondary sources, or socio-cultural, historical, and political contexts).
- You are expected to follow the class calendar and assignment guidelines. If you are confused about any of these it is your responsibility to ask for clarification, and NOT the night before something is due. I do not accept late submissions and any missing assignment will receive a zero. All submission deadlines are posted in the class calendar below as well as in Pilot.
- Extensions are granted ONLY in cases of extreme illness or emergency, which must be documented and, if possible, communicated to me *before* the due date. Regardless of circumstances, I reserve the right to deny any requests for extensions and will only grant incompletes to students who have consistently attended class and are missing no more than 1-2 assignments (excluding exams). I do not offer individual extra credit opportunities; extra credit assignments are rarely provided and only as an option available to the entire class.
- Raider Mail is the best way to communicate with me. You can expect to receive a reply within a 24-hour period on weekdays; I normally do not respond to e-mail on weekends. Check the newsfeed on the course homepage in Pilot for any class updates or info. If I make changes to the syllabus or class calendar, I explain these in class and post them in Pilot.

## USEFUL CAMPUS & ONLINE RESOURCES

**University Writing Center:** The Writing Center (031 Library) provides individualized writing consultation at no cost to students. If you meet with a writing tutor, be sure to bring a copy of your assignment with you. For more information, call 775-4186. Or visit the Writing Center's Web page: <http://www.wright.edu/uc/success/services/writing-center.html>

**University Libraries:** The University Libraries are the scholarly information center for the University. In support of the University's mission of educational excellence, the Libraries collect, organize, preserve, and facilitate access to scholarly resources in all formats; support teaching, learning, and research in an intellectually open environment; and provide instruction in the use of traditional and new information resources and technologies. The libraries' online catalog, databases, and interlibrary loan service is essential for conducting research. Web page: <https://www.libraries.wright.edu/>

**OWL at Purdue:** The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material and provides these as a free service to assist with many writing projects. Resources include teaching and tutoring, guidelines on general and subject-specific writing tips, and how to conduct, use, and cite research. Web page: <https://owl.english.purdue.edu/owl/> and MLA Style guidelines: <https://owl.english.purdue.edu/owl/resource/747/01/>

**CATS:** Faculty are not experts in trouble shooting Pilot or computer programs of any type. The quickest way to resolve technical issues is by using the resources at the HELP Desk: 937-775-4827 or 1-888-775-4827.

**Counseling and Wellness Services:** If you are suffering from depression or have any other mental health concerns, please be aware that counseling services are available on campus. Counseling and Wellness offers a wide range of services to the Wright State University community, including the following: group, individual, couples, and family counseling, crisis intervention, and outreach. They offer specialized services on a variety of mental health, multicultural, diversity, and wellness issues. Location: the bottom level of the Student Union off the Atrium and below the Admissions Office in suite 053. Hours: 8:30 a.m. to 5:00 p.m., Monday through Friday. Call 775-3407 or stop by to set an appointment. Web page: <http://www.wright-counseling.com/>

**Disability Services:** If you require course accommodations due to a disability, please inform me so we can make arrangements early in the quarter. For more information about support services offered by Disability Services (E186 Student Union), call 775-5680; TTY: 775-5844. Or visit their Web page: [http://www.wright.edu/students/dis\\_services/](http://www.wright.edu/students/dis_services/)

**Modern American Poetry (MAPS):** The Modern American Poetry Site is a comprehensive learning environment and scholarly forum for the study of modern and contemporary American poetry. Started as a multimedia companion to the *Anthology of Modern American Poetry* (Oxford University Press, 2000), MAPS has grown over the past decade to more than 30,000 pages of biographies, critical essays, syllabi and images relating to 161 poets. <https://www.english.illinois.edu/maps/poets.htm>

## ENG 3320 Class Calendar

NB: This schedule is subject to changes.

WEEK	DATE	Class Topics, Assigned Readings, and Assignment Due Dates
ONE	8/26	Overview of Syllabus, Assignments, and Resources
		<b>UNIT ONE: Modernist Poetry and Harlem Renaissance</b>
	8/28	Marianne Moore, "Poetry" and Wallace Stevens, "Of Modern Poetry"
	8/30	Ezra Pound, <i>Hugh Selwyn Mauberley</i> , II, IV, V H.D. (Hilda Doolittle), "Oread" and "The Garden"
TWO	9/2	<b>NO CLASS:</b> Labor Day Holiday
	9/4	William Carlos Williams, "The Red Wheelbarrow" and "This is Just to Say" e. e. cummings, "in Just-" and "my sweet old etcetera"
	9/6	Edna St. Vincent Millay, "First Fig" and "I, being born a woman and distressed" Mina Loy, "Virgins plus Curtains minus Dots"
	9/8	<b>Blog 1 Due: Modernist Poetry</b>
THREE	9/9	T.S. Eliot, <i>The Waste Land</i> , "The Burial of the Dead" and "A Game of Chess"
	9/11	T.S. Eliot, <i>The Waste Land</i> , "The Fire Sermon" and "Death by Water"
	9/13	T.S. Eliot, <i>The Waste Land</i> , "What the Thunder Said"
	9/15	<b>Blog 2 Due: <i>The Waste Land</i></b>
FOUR	9/16	Langston Hughes, "The Negro Speaks of Rivers" and "Theme for English B" Countee Cullen, "Heritage" and "Yet Do I Marvel"
	9/18	Claude McKay, "The Harlem Dancer" Angelina Weld Grimké, "The Black Finger" and "Tenebris"
	9/20	Jean Toomer, <i>Cane</i> , "Portrait in Georgia" and "Fern" Margaret Walker, "For My People"
	9/22	<b>Blog 3 Due: Harlem Renaissance</b>
		<b>UNIT TWO: Postwar Poetry and Drama</b>
FIVE	9/23	Tennessee Williams, <i>A Streetcar Named Desire</i>
	9/25	Tennessee Williams, <i>A Streetcar Named Desire</i>
	9/27	Tennessee Williams, <i>A Streetcar Named Desire</i>
	9/29	<b>Blog 4 Due: <i>A Streetcar Named Desire</i></b>
SIX	9/30	Theodore Roethke, "My Papa's Waltz" Adrienne Rich, "Diving into the Wreck"
	10/2	Sylvia Plath, "Lady Lazarus" Anne Sexton, "Her Kind" and "Sylvia's Death"
	10/4	Denise Levertov, "Life at War" Gary Snyder, "Smokey the Bear Sutra"
SEVEN	10/7	W.S. Merwin, "For a Coming Extinction" Maxine Kumin, "Woodchucks"
	10/9	Audre Lorde, "Who Said It was Simple" & "A Litany for Survival" Judy Grahn, "I Have Come to Claim Marilyn Monroe's Body"
	10/11	Louise Glück, "Circe's Torment" and "Siren" Robert Creeley, "Still Life Or" and "The Language"
	10/13	<b>Blog 5 Due: Postwar Poetry</b>

		<b>UNIT THREE: Language and Desire in Postmodern/Contemporary Fiction</b>
<b>EIGHT</b>	<b>10/14</b>	Vladimir Nabokov, <i>Lolita</i> , Foreword and Part 1, Chap. 1-11 (pp. 3-55)
	<b>10/16</b>	Vladimir Nabokov, <i>Lolita</i> , Part 1, Chap. 12-23 (pp. 55-103)
	<b>10/18</b>	Vladimir Nabokov, <i>Lolita</i> , Part 1, Chap. 24-33 (pp. 103-142)
<b>NINE</b>	<b>10/21</b>	Vladimir Nabokov, <i>Lolita</i> , Part 2, Chap. 1-12 (pp. 145-199)
	<b>10/23</b>	Vladimir Nabokov, <i>Lolita</i> , Part 2, Chap. 13-25 (pp. 200-258)
	<b>10/25</b>	Vladimir Nabokov, <i>Lolita</i> , Part 2, Chap. 14-27 (pp. 258-309)
	<b>10/27</b>	<b>Blog 6 Due: <i>Lolita</i></b>
<b>TEN</b>	<b>10/28</b>	Samantha Hunt, <i>The Seas</i> (pp. 13-85)
	<b>10/30</b>	Samantha Hunt, <i>The Seas</i> (pp. 87-148)
	<b>11/1</b>	Samantha Hunt, <i>The Seas</i> (pp. 149-217)
	<b>11/3</b>	<b>Blog 7 Due: <i>The Seas</i></b>
		<b>Race, Gender, and Nation in African American Literature</b>
<b>ELEVEN</b>	<b>11/4</b>	Booker T. Washington, <i>Up from Slavery</i> , Chap. 1 W. E. B. DuBois, <i>The Souls of Black Folk</i> , Chap. 1 Zora Neale Hurston, "How It Feels to Be Colored Me"
	<b>11/6</b>	Nella Larsen, <i>Passing</i> , Chap. 3 (PDF)
	<b>11/8</b>	Ralph Ellison, <i>The Invisible Man</i> , Chap. 1
	<b>11/10</b>	<b>Blog 8 Due: <i>Passing</i> or <i>The Invisible Man</i></b>
<b>TWELVE</b>	<b>11/11</b>	<b>NO CLASS:</b> Veteran's Day Holiday
	<b>11/13</b>	Toni Morrison, <i>Paradise</i> , "Ruby" and "Mavis" (pp. 3-49)
	<b>11/15</b>	Toni Morrison, <i>Paradise</i> , "Grace" and "Seneca" (pp. 53-138)
<b>THIRTEEN</b>	<b>11/18</b>	Toni Morrison, <i>Paradise</i> , "Divine" and "Patricia" (pp. 141-217)
	<b>11/20</b>	Toni Morrison, <i>Paradise</i> , "Consolata" (pp. 221-266)
	<b>11/22</b>	Toni Morrison, <i>Paradise</i> , "Lone" and "Save-Marie" (pp. 269-318)
	<b>11/24</b>	<b>Blog 9 Due: <i>Paradise</i></b>
<b>FOURTEEN</b>	<b>11/25</b>	Colson Whitehead, <i>The Underground Railroad</i> , Chap. 1-2 (up to p. 71)
	<b>11/27</b>	<b>NO CLASS:</b> Thanksgiving Holiday
	<b>11/29</b>	<b>NO CLASS:</b> Thanksgiving Holiday
<b>FIFTEEN</b>	<b>12/2</b>	Colson Whitehead, <i>The Underground Railroad</i> , Chap. 2-4 (pp. 75-142)
	<b>12/4</b>	Colson Whitehead, <i>The Underground Railroad</i> , Chap. 5-8 (pp. 144-232)
	<b>12/6</b>	Colson Whitehead, <i>The Underground Railroad</i> , Chap. 9-12 (pp. 235-313)
	<b>12/8</b>	<b>Blog 10 Due: <i>The Underground Railroad</i></b>
<b>EXAM WK</b>	<b>12/13</b>	<b>DUE:</b> <a href="#">Historical Research Webpage (5 pm)</a>