

ENG-33002-001 (201010)—U.S. Literature, 1865 to 1945

Wesley Raabe
Class Meets TTh 9:15 am–10:30 pm, Bowman 301
Satterfield, Rm. 202c, T 2:00–3:00
Office Phone: 672-1723

E-mail: wraabe@kent.edu (preferred)
Library IBE, Rm.
Office: Library IBE, TBD
W 9:00–12:00 and Fr. afternoon, by appt.
Office Phone: 672-2092 (during hours only)

Note: Early in the semester the Institute for Bibliography and Editing (IBE) will move from the Library's 11th Floor (Rm. 1118) to the 9th floor (Rm. Number TBD). After the move, I'll notify you of new office location.

Course Description

The period of U.S. Literature from 1865 to 1945 is bounded by two devastating wars, the Civil War and the World War II. This course surveys the literary, cultural, and social dimensions of post-bellum, late nineteenth, and Modern periods through a (generally) chronological study of major authors and their writings.

Exams and quizzes will assess your active engagement with assigned readings. We will develop your ability to respond actively and to contribute new insights about these work with blogs and papers. We will make a trip to special collections to view many of these works in their original publication forms.

Textbooks and Materials

Norton Anthology of American Literature. Vol. C. 7th Ed. Eds. Nina Baym et al. New York: W. W. Norton, 2007. Print.

Norton Anthology of American Literature. Vol. D. 7th Ed. Eds. Nina Baym et al. New York: W. W. Norton, 2007. Print.

Sarah Orne Jewett, *The Country of the Pointed Firs*. Ed. Deborah Carlin. Peterborough, Ont.: Broadview Press, 1999. Print.
Account on Google for use with Blogger.

Recommended: *MLA Handbook for Writers of Research Papers* (8th ed.). MLA style is summarized in most writing manuals for college students, such as *DK Handbook*, *Bedford Handbook*, or Hacker's *Writer's Reference*, etc. MLA style was updated in 2009. For a summary of the updates, see Purdue University Writing Lab (OWL at Purdue): <http://owl.english.purdue.edu/owl/resource/557/15/>. Non-English majors may use an alternate but common style (Chicago, APA, etc.). Please use an end note style option (no footnotes) and indicate the citation style on the first-page heading.

Grading

Mid-Term and Final Exam	40%
Papers One (4–5 pgs.) and Two (6–7 pgs.)	40% (proposal draft : final draft :: 10% : 90%)
Participation, blogs, quizzes, assignments	20%

I grade your work in a timely fashion. I expect to grade and return all on-time assignments (quizzes, blogs, exams) within a week. I allow myself one extended grading period (extra class) for a quiz, blog, or exam. If you are not in class when I return graded work, please contact me after class. Please double-check grades on Blackboard. Your vigilance will ensure that data-entry errors are corrected.

Exams

Two exams (IDs, quotations, essays) count toward 40% of your grade. Essay questions will be provided before the exam: one or two questions may be take-home, and one question will be answered in class. You must attend the exam on the assigned date. If you must take an exam at an alternate time (excused absence for illness, etc.) the substitute exam may be identical to or different from the in-class exam, at my discretion.

If an exam includes a take-home portion, a computer printed copy—not an email message or a handwritten copy—is due in class. If you do not have the printed copy in class, you can drop printed exam by the envelope on my Satterfield office within an hour after the end of the exam. But you will receive a 20% deduction on that portion of exam. If a handwritten answer is submitted for a take-home, you will receive a 20% deduction on that portion of the exam.

CAUTION: If you are absent on an exam date without a documented excuse or if you earn a failing grade on both exams—grade below D—you will automatically fail the course.

Papers

Papers will only be accepted for credit in print form. Electronic submissions, if requested, are not a substitute for a printed copy. To earn full credit, follow all conventions of academic prose and format.

- Papers must have appropriate format for titles, first-page headings, numbered pages, font (12-pt. Times Roman or similar), margins, and line spacing. For a sample MLA Style paper, see a handbook or the Purdue OWL site. Papers with exaggerated font size, line space, or margins to lengthen or shorten will be returned without credit.

- Use MLA parenthetical references for quotations and paraphrases. At end of paper, include works cited list. You do not need a separate page for works cited list. Bottom of last page is fine.
- A proposal draft must be submitted. A final draft will only be accepted for credit if the proposal draft has been completed.
- One late paper submission (proposal or final draft) is accepted up to one week late without penalty. If a second paper (proposal or final draft) is submitted late, the paper incurs a permanent deduction of one letter grade. If a paper is submitted more than one week late, it incurs a deduction of one letter grade.
- I permit the judicious use of the first-person pronoun “I.” You can avoid its use in formal writing as third-person writing carries with it the assumption that the writer holds a critical view or offers an observation. But brief first-person impressions are acceptable.

CAUTION: If you skip a paper assignment or if you earn a failing grade on both assigned papers—grade of F or no credit (NC)—you will automatically fail the course.

Participation

Participation during in-class discussion is preferred. A small number of high-quality contributions is preferred to a large number of low-quality contributions. A handout on the art of Sprezzatura will list suggestions for developing high-quality oral contributions. Active in-class participation can complement blog posts and assignments and improve your grade, but in-class verbal participation does not substitute for blog posts, quizzes, and assignments. The two lowest grades on quizzes, assignments, or blog posts will be dropped from the average.

In-Class Quizzes and Assignments

Short in-class quizzes (4–5 questions) will include questions to review the reading and discussion from the previous class. Quizzes will also include at least one question on reading that is due for the current class. The quiz will allow you to demonstrate that you have completed the reading carefully, that you recognize characters, place names, images, or plot events from reading from previous or current class. Concepts from previous class discussion may also appear on quizzes. If you miss a quiz—absent or late—the quiz grade will be “0.” Quizzes, which are part of in-class participation, may not be made up if you are absent or late.

Turn in all assignments on time. Homework assignments are only accepted for credit as typed copies, but you may be asked to submit on Blackboard Vista or on blog to earn credit. One late homework assignment is accepted up to one class period late with a letter-grade deduction. After the following class period has passed, no credit is given for late homework. A second late assignment will not be accepted for credit.

Blog Posts

You will contribute 5 or 6 blog posts of approximately 300 words to the class blog. A blog post is your opportunity to build on in-class discussion, to select IDs and Quotations for exams, and to contribute your own observations. While blog posts need not observe the studied formality of a paper, the blog post should exhibit proper spelling and punctuation, its claims about the text should be supported by textual citation as evidence, and it should conclude with a bibliographical entry in a close approximation of MLA style. If you are assigned to contribute a blog post, please publish the post by 10:00 am the day after class. A handout will list requirements and suggestions for blog posts. Blog posts can complement active in-class participation, and ambitious blog posts can compensate entirely for minimal oral participation in class. Blog assignments are submitted only in electronic format.

At the start of the semester, I will be lenient and allow full credit for blog posts up to one class session late: visit me during office hours if you are having trouble. For the second and subsequent posts, I will expect the posts to appear on time. I grade blog posts at my convenience, sometimes on the due date, sometimes the next day, sometimes at the end of the week, sometimes when the entire set is complete. The time-stamp on blog posts is not an accurate record of its posting date. It must be public when I grade to earn full credit.

Absences and Disruptions

You are permitted to miss the equivalent of up to 2 class sessions on non-exam days with no formal penalty to your participation grade for the absences, though you cannot make up missed quizzes. Additional absences will harm your participation grade and may cause you to accrue grades of “0” for missed quizzes. Each unexcused absence beyond the 3rd will harm participation grade, and each set of two additional absences will result in a one-grade reduction in the final average. For 5 absences, subtract one letter grade from final average. For 7 absences, subtract two letter grades from final average.

Extended Absence: If you suffer an extended illness or family crisis—you miss more than a week—you may make up one quiz or turn in one blog assignment late without penalty. You will earn full credit for the make-up. A flu-related absence on a major exam date will be treated as an excused absence. An additional extended absence date will be allowed before the penalty for excessive absences is applied.

I will distinguish between excused and unexcused absences. To grant an excused absence, I expect formal notification (email or voice mail message) as soon as practicable. In the case of family matters or serious illness, please send me a brief message as soon as practical. For scheduled university activities, contact me BEFORE the expected absence. So that I can arrange make-up exams or quizzes, please provide a one-week notice prior to the absence.

Keep disruptions to a minimum. Before class begins, silence or turn off electronic devices (pager, phone, etc.). Conversations unrelated to class should be held outside of class, and minimize communication (talk, text, or tweet) that distracts you or others from class. If you need to consult with the instructor, brief matters can be discussed immediately after class. For matters demanding more time, send an email, drop by during office hours, or schedule an appointment. Arrive in class on time, and do not leave early. If you arrive more than ten minutes late or leave before class is dismissed, expect to be counted absent.

Maintaining Communication

Regardless of whether absences are excused or unexcused, you are responsible for checking on Blackboard Vista, on class blog, and with classmate to see what you missed. You are also advised to stop by during office hours or to contact me by email to confirm what you missed. If you schedule an office visit during my normal hours but are unable to attend, please notify me at least 6 hours before the scheduled visit. Office visits during my “by appointment” hours should always be scheduled. If you schedule a by-appointment office visit and miss the scheduled appointment, it will be treated as an absence.

In the case of an extended series of absences or an unexplained absence on a major paper due date or exam date, you are required to initiate a formal contact with the professor (email, office visit) to reinstate yourself in the class. Any of the following three events demand that you initiate an action to reinstate yourself in the class: missing more than two classes in a row, missing an exam, or missing a paper due date and the following class. If you have not formally dropped and wish to continue in course, an email of explanation and an office visit are required within two days after returning to class. If you miss more than three classes in a row or if you skip class after missing a major due date, I assume that you intend to drop.

Registration Requirement

Please observe the official registration deadline for the course. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline. Registration errors must be corrected prior to the deadline.

Accommodations for Documented Disability

University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, **you must first verify your eligibility for these through Student Accessibility Services** (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Cheating and Plagiarism

I have posted a Blackboard Vista assignment in which you affirm your familiarity with the university’s cheating and plagiarism policy and in which sanctions for cheating and plagiarism are described. You must complete the assignment before you can earn credit for written submissions or quizzes.

For a violation on a minor assignment—if you cheat or plagiarize on a quiz, take-home assignment, or blog assignment—you will receive a zero on the assignment and a one-letter deduction to your final average. For cases of possibly inadvertent misrepresentations (citation omitted, quotation presented as paraphrase), you will be reminded of the importance by a deduction of one letter grade to the assignment. A second violation on a minor assignment will be treated as a major violation.

The following violations are treated as serious violations. If you cheat or plagiarize on an exam or paper (proposal or draft) or if you submit falsified information to avoid penalties for late submission, you will automatically fail the course. For cases of possibly inadvertent misrepresentations (citation page not printed, quotation presented as paraphrase), you earn a permanent deduction of one letter grade for the assignment.

For one serious violation or two minor violations, in addition to assigning a grade of F for the course, I will forward the evidence to the department chair, have the charge added to your record with the college, recommend further judicial sanction, and pursue the case during the appeals process.

Course Schedule, ENG-33002-001, U.S. Literature, 1865 to 1945, Raabe

If an assignment refers to a portion of longer work, page numbers are indicated. Unless otherwise indicated, all selections from weeks 1–8 are from the *NAAL*, vol. C. In week 9, we switch to vol. D. Please see anthology index for page numbers. If you are assigned to blog, the post is due at 10:00 am the day after class.

- | | | |
|----|------|--|
| T | 1–19 | Syllabus and Course Introduction
For Tuesday (1–26): “Cheating and Plagiarism” Assignment and “Syllabus Assignment” on Blackboard, and Blogger Sign-up |
| Th | 1–21 | “American Literature 1865–1914,” <i>NAAL</i> , vol. C., 1–16
Whitman, “Out of the Cradle Endlessly Rocking” (1860, 1881)
Dickinson, “[124, Safe in ...],” “[236, Some keep ...],” “[269, Wild Nights! ...],” “[479, Because I ...],” “[620, Much Madness ...],” “[1263 Tell all ...]” |
| T | 1–26 | Perkins Gilman, “The Yellow Wall-Paper” (1892)
Winnemucca, selections from <i>Life Among the Piutes</i> (1883)
Assign Paper 1 |
| Th | 1–28 | Garland, “Under the Lion’s Paw” (1889)
Sui Sin Far (Eaton), “In the Land of the Free” (1912) |
| T | 2–2 | Twain, <i>Century</i> selections from <i>Huckleberry Finn</i> (1884, 1885): ‘An Adventure, ...’ Dec. 1884: 268–78. (from chaps. 16–17) and “Jim’s Investments, King Sollermun, ...” Jan. 1885: 456–58. (from chap. 14)
See <i>APS Online, 1740-1900</i> or <i>Making of America</i> on Blackboard WebLinks. |
| Th | 2–4 | Mark Twain, “Fenimore Cooper’s Literary Offences” (1895)
<i>Huckleberry Finn</i> , <i>NAAL</i> , Vol. C: chaps. 1–3 and 31
Assignment 1: Literary Databases |
| T | 2–9 | Henry James, “Daisy Miller: A Study” (1878)
Wharton, Edith, “Roman Fever” (1934) |
| Th | 2–11 | W. E. B. Du Bois, <i>Souls of Black Folk</i> (1903)
Charles W. Chesnutt, “The Goophered Grapevine” (1887, 1899)
Paul Laurence Dunbar, “We Wear the Mask” and “An Ante-Bellum Sermon” (1897)
Paper 1 Proposal Due |
| T | 2–16 | Chopin, “The Awakening,” chaps. 1–13 (1899) |
| Th | 2–18 | Chopin, “The Awakening,” chaps. 14–end
Robinson, “Luke Havergal” (1896) and “Richard Cory” (1896) |
| T | 2–23 | Sel. from “Realism and Naturalism”: Howells, James, and Norris <i>NAAL</i> , vol. C, pgs. 911–26
Jewett, <i>Country of the Pointed Firs</i> , chaps. I–VI (1896) |
| Th | 2–25 | Jewett, <i>Country of the Pointed Firs</i> , chaps. VII–XIV
Paper 1 Due |
| T | 3–2 | Jewett, <i>Country of the Pointed Firs</i> , chaps. XV–XIX
Crane, “The Open Boat” (1898)
Norris, “Fantaisie Printanière” (1897) |
| Th | 3–4 | Midterm Exam |

T	3–9	Jewett, <i>Country of the Pointed Firs</i> , Broadview, chaps. XX–end Jewett, “Queen’s Twin,” “Dunnett Shepherdess,” and “Foreigner” from Dunnet Landing (1900, 1910) Carlin, “Note on the Text” and “Introduction,” pgs. 22–25.
Th	3–11	“American Literature 1914–1945” <i>NAAL</i> , vol. D, pgs. 1177–90 Frost, “Mending Wall” (1914) “The Road Not Taken” (1916), “The Oven Bird” (1916), “Birches” (1916), and “Stopping by Woods [...]” (1923) Assign Paper 2
T	3–16	Stevens, “The Snow Man” (1931), “The Emperor of Ice-Cream” (1923), “Anecdote of the Jar” (1923), “Of Modern Poetry” (1942) Assignment 2
Th	3–18	Williams, “Red Wheelbarrow” (1923) “This is Just [...]” (1934), and “Landscape with [...]” (1962) Moore, “Poetry” (1921, 1935) Anderson, selections from <i>Winesberg, Ohio</i> (1919)
T	3–23	“World War I and its Aftermath,” pgs. 1371–86 Pound, “In a Station of the Metro” (1913) and “Villanelle: The Psychological Hour” (1916) Eliot, “The Love Song [...] Prufrock” (1915)
Th	3–25	McKay, “The Harlem Dancer” (1917) and “If We Must Die” (1919) Millay, “[I, being born a woman]” (1923) and “[I will put Chaos into fourteen lines]” “Modernist Manifestos,” <i>NAAL</i> , vol. D, pgs. 1499–1513 Paper 2 Proposal Due
3–30–4–1 Spring Recess		
T	4–6	Eliot, “The Waste Land” (1922) Faulkner, <i>As I Lay Dying</i> , (1930), pgs. 1860–1873 (1930) Assignment 3
Th	4–8	<i>As I Lay Dying</i> , pgs. 1873–1931
T	4–13	<i>As I Lay Dying</i> , pgs. 1931–end Glaspell, “Trifles” (1916)
Th	4–15	Fitzgerald, “Winter Dreams” (1922)
T	4–20	Fitzgerald, “Babylon Revisited” (1931) Cullen, “Yet Do I Marvel” (1925) and “Uncle Jim” (1927)
Th	4–22	Larsen, <i>Quicksand</i> , chaps. 1–14 (1928)
T	4–27	Larsen, <i>Quicksand</i> , chaps. 15–end Paper 2 Due
Th	4–29	Hemingway, “The Snows of Kilimanjaro” (1936) Chandler, “Red Wind” (1938)
T	5–4	Hurston, “How it Feels to be Colored Me” (1928) and “The Gilded Six-Bits” (1933) Hughes, “The Negro Speaks of Rivers” (1921) “I, Too” (1925), “Theme for English B” (1949), and “Silhouette” (1949)
Th	5–6	Wright, “The Man Who Was Almost a Man” (1939)
Final Exam 11 May (Tues.): 7:45–10:00 am		