English 3355.001
Late Nineteenth- and Early Twentieth-Century American Literature:
From the Home to the City
Spring 2015
T 7:00-9:30 PM
Island Hall 157

Instructor: Dr. Dale Pattison
Office: Faculty Center 255
Office Hours: Tuesday 4:50-6:50; Wednesday 11-1; Thursday 2:20-3:20 and by appointment
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Course Description

This course confronts the profound literary, cultural, and philosophical transformations occurring in the U.S. from the late nineteenth century into the period of modernism. The novels, plays, short stories, and poetry on the course syllabus address the cultural shifts inspired by Reconstruction, the First World War, the Roaring Twenties, and finally the Great Depression. Students will gain a deep understanding of the major literary movements of this period, which include (but are not limited to) realism, naturalism, literary modernism, and the Harlem Renaissance. Although I have more or less organized the texts chronologically (with the aim of developing a period-based understanding of the literature), I also hope, through our class discussions and critical writings, to zero in on two important themes: the home and the city. During this period, issues of citizenship and belonging became increasingly central to debates on American identity. For whom was America a “home?” To what degree should minority groups and women participate in civic discourse? How is the home gendered? For many minority populations, the modern city addressed these questions and emerged as a spatial locus holding great promise for civic participation. Increased mobility (because of the automobile) and racial and cultural diversity (due to post-Reconstruction resettlement) increasingly allowed those people previously denied political voice to participate more directly in American cultural discourse. Although some texts on this syllabus will lend themselves more readily than others to complicating our understanding of these themes, “the home” and “the city” will serve as general focal points for exploring and understanding the literature of this period.

Course Texts

Loos, Anita. *Gentlemen Prefer Blondes*. 
Course Grading

The course will be structured on a 1000-point scale. The scores you receive on your assignments, exams, blackboard postings, draft workshops, and participation will be totaled at the end of the semester, and your final grade will be calculated based on this score. The points will be distributed as follows:

- Writing Assignment #1: 300 points
- Writing Assignment #2: 400 points
- Blackboard Chat/Discussions: 200 points (50 points each)
- Participation: 100 points

Participation will be calculated based on class attendance, participation in class discussions, and preparedness for class discussions. Reading quizzes may be factored into this grade as well. If a student is absent for a class period, he/she is not participating. Students will be expected to bring their text to class every day, having read the assignment due for that day.

Course Objectives

1. To examine the connections between literary works and their social, historical, and cultural contexts by reading texts by authors from a range of cultural backgrounds.
2. To explore the distinctive characteristics of modernism, postmodernism, and the novel as a form.
3. To understand and use basic literary terms and concepts.
4. To develop analytic skills by close reading, class discussion, and writing.
5. To use writing as a tool for learning.

Student Learning Outcomes

Students who successfully complete ENGL 4306 will be able to:

1. Recognize the connections between literary works and their social, historical, and cultural contexts;
2. Respond critically to literary works.
3. Communicate their ideas through cogent critical analysis of the course texts.

Class Policies

Academic Honesty/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in automatic failure of the course and possible expulsion from the university.
Grade Appeals
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

Policy on class attendance: Students are allowed a maximum of two (2) absences. All absences count equally, irrespective of the cause, and students who exceed two absences will be penalized fifty points on their final grade for every absence over the limit.

- If you are unable to attend class, you do not need to email me to explain the circumstances. You should contact another student in class and copy his/her notes.

Dropping a Class: I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

If I am absent: If I need to cancel class because my car broke down, or if I am ill, etc., I will try to get someone to post a sign. I also will try to email you all before class. However, if you come to class and I am not here by the time 15 minutes has elapsed (from when class is to start), please assume that class is canceled.

Late Writing Projects: All papers are due on the date listed on the syllabus. Students submitting their papers after this time will lose one letter grade for every class period that the paper is late. Students must submit their assignments via the link provided on Blackboard.

Blackboard Grade Center: You will see grades for assignments, exams, and blackboard discussion postings appear on Blackboard during the semester. While these scores may be useful in tracking your grade throughout the semester, they should NOT be used to calculate your final grade. Several point categories will not appear on Blackboard (such as Participation and Reading Quizzes), and only I will have access to these scores. If you are ever concerned about your grade, visit me in my office and we can discuss the issue in person.

Statement of Academic Continuity: In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the
course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Classroom/Professional Behavior:** Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Resources**

**Academic Advising:** It is imperative that all students visit regularly with an academic adviser. Each college within the university has an academic advising center, staffed by full-time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to: [http://www.tamucc.edu/academics/advising.php](http://www.tamucc.edu/academics/advising.php) Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information, go to: [http://www.tamucc.edu/~aac](http://www.tamucc.edu/~aac) The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**Reminder to English Majors:** As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

**Disabilities Accommodations:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Blackboard 9.1: To log into Blackboard, go to: http://bb9.tamucc.edu. You must have a NET ID (also known as an Active Directory account) to log in. For instructions on how to get this account and more information about using Blackboard, go to: http://distance-education.tamucc.edu/student_resources.html. If you need additional help at any time to access, download, or print course materials on Blackboard, please contact the Island Online (IOL) Help Desk by telephone at (361) 825-2825 or by email at iolsupport@tamucc.edu.

SCHEDULE OF CLASSES:

UNIT ONE—A New American Identity

WEEK 1—January 27th
Class Introduction; Syllabus Overview; Reading Assignments
In-Class Discussion/Activity

WEEK 2—February 3rd
Mark Twain, The Adventures of Huckleberry Finn (C: 108-235)

WEEK 3—February 10th
Mark Twain, The Adventures of Huckleberry Finn (C: 235-294)
Henry James, “Daisy Miller” (C: 391-429)
BLACKBOARD POSTING #1 DUE

WEEK 4: February 17th
Booker T. Washington (C: 665-687) and W.E.B. Du Bois (C: 894-910)
Mary Wilkins Freeman, “The Revolt of ‘Mother’” (C: 635-645) and Edith Wharton, “Roman Fever” (C: 843-852)

UNIT TWO—After the War: American Modernism

WEEK 5: February 24th
Stephen Crane, “The Open Boat” (C: 1000-1016) and T.S. Eliot, “The Love Song of J. Alfred Prufrock” (D: 1577-1580 and “The Waste Land” (D: 1587-1599) and Robert Frost, Poems (D: 1389-1410) and William Carlos Williams, Poems (D: 1464-1477)
BLACKBOARD POSTING #2 DUE

WEEK 6: March 3rd
F. Scott Fitzgerald, The Great Gatsby
WRITING ASSIGNMENT #1 DUE

WEEK 7: March 10th
Anita Loos, Gentlemen Prefer Blondes
WEEK 8: March 17th
SPRING BREAK

WEEK 9: March 24th
Susan Glaspell, *Trifles* (D: 1412-1421)
MIDTERM EXAM

WEEK 10: April 2nd
BLACKBOARD POSTING #3 DUE

UNIT THREE—Space and Race in the Twentieth Century

WEEK 11: April 7th
Langston Hughes, Poems (D: 2027-2037)
Nella Larson, *Passing*

WEEK 12: April 14th
Claude McKay, Poems (D: 1686-1690) and Countee Cullen, Poems (2061-2065)
Zora Neale Hurston, *Their Eyes Were Watching God* (1-80)

WEEK 13: April 23rd
Zora Neale Hurston, *Their Eyes Were Watching God* (81-193)
BLACKBOARD POSTING #4 DUE

WEEK 14: April 28th

WEEK 15: May 5th
WRITING ASSIGNMENT #2 DUE
LAST DAY OF CLASS

FINAL EXAM given during scheduled exam period