Dr. Wayne B. Stengel

Fall 2015

English 11101/2313 American Literature II

Irby 310

Office Hours: MWF: 1:30-3:30; TTh 3-4, and by appointment.

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Course Objective and Requirements: This course will be an intensive survey of fifteen writers in American Literature, great writers who are representative of values, forces, and that poetic expression that created the ideals and possibilities for an emerging American literature in the period between the American Civil War (1860-1865) to the end of World War II (1945). We will read carefully from five poets (Walt Whitman, Emily Dickinson, Robert Frost, Wallace Stevens, E. E. Cummings), four novelists (Mark Twain, Henry James, Stephen Crane, Nella Larsen) and six short story writers (Kate Chopin, Mary Wilkins Freeman, Edith Wharton, Zora Neale Hurston, William Faulkner, and Ernest Hemingway) who faced obstacles of gender, prurience, economic deprivation, indifference, or censorship to create both great personal expression and a nationalist vision of what it meant to be a struggling and/or ignored American writer between the Civil War and the Second World War. The course will require a mid-semester examination, a final examination, and a term paper due sometime within the last ten days of the semester. We will have six to eight homework assignments, sometimes graded, also scattered throughout the semester.

**Required texts and editions:**

**The Norton Anthology of American Literature, Eighth Edition, Volumes C and D**

**Mark Twain, Pudd’nhead Wilson**

**Approximate Time Spent on each writer, subject to change and flexibility**

**Walt Whitman, 2 classes**

**Emily Dickinson, 2 classes**

**Mark Twain, 3 classes**

**Henry James, 3 classes**

**Kate Chopin, 1 class**

**Mary Wilkins Freeman, 1 class**

**Edith Wharton, 1 class**

**Stephen Crane, 2 classes**

**Robert Frost, 2 classes**

**Wallace Stevens, 2 classes**

**E. E. Cummings, 2 classes**

**Zora Neale Hurston, 1 class**

**Nella Larsen, 3 classes**

**William Faulkner, 1 class**

**Ernest Hemingway, 1 class**

Major Assignments and due dates: We will have a mid-semester exam and a final exam, given at midpoint and end of the fall semester, an eight-page term paper driven by your own original thesis but utilizing two excellent research sources to buttress your own argument. This paper will be due within the last ten days of the semester. Finally we will have seven or eight homework assignments, sometimes graded, given throughout the course of the semester.

**Required texts and editions**

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**Mark Twain, Pudd’nhead Wilson**

Grading Policy: Your grade in his course will come from four sources:

1. Midterm and final examination—50%
2. Term paper—30%
3. Class participation grade—10%
4. Regular class attendance—10%

Attendance and drop policy: I delight in teaching what I consider an interactive class. This means I ask questions, and, professionally, am very interested in your opinions, interest, confusions, frustrations with these texts. For this class to be a learning experience for us both, you must **APPEAR IN THIS CLASS VERY REGULARLY. CUTTING THIS CLASS IS FRONWED UPON, AND MISSING MOR THAN FIVESESSIONS WILL RESULT IN YOUR BEING DROPPED FROM THIS COURSE WITH A GRADE OF WF.**

The following Academic Integrity statement:

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university’s Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the *Student Handbook*. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student’s acceptance of this university policy.

The following Americans with Disabilities Act statement:

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Disability Resource Center, 450-3613.

The following Building Emergency Plan statement (to be discussed in class/lab during the first week of the semester):

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

The following Title IX disclosure:

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: https://uca.edu/titleix. Updated 2014-10-21 Page 2 of 3

*\*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

Direct students to familiarize themselves with all policies included in the *Student Handbook*, particularly the following:

Sexual Harassment Policy

Academic Policies

**Information about the Timing of Student Evaluations**

In addition to the requirements listed above, please consider including in your schedule for the semester information about the timing of student evaluations of the course and instructor. The information to be substituted for each “{insert date}” indicator is included in the Academic Timetable for each academic year (see the link under the heading Academic Timetable at http://uca.edu/academicaffairs/academic-information/).

**Evaluations (Fall and Spring)**

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction {insert date} through the end of finals week by logging in to myUCA and clicking on the Evals button in the top right.

American literature, particularly modern American literature, is my special area of expertise, and I truly love teaching this course. I have had outstanding students in this course before who did superb work for me and I am certain that this class will be no different. If everyone gives me 100% of their effort from the beginning of the semester, I know this course will be a stimulating and rewarding learning experience for all of us.