

English 23558/2313
Spring 2012 MWF 11-12, TTh 3-4

American Literature II
Irby 201

Professor Wayne B. Stengel

Office Hours MTWThF 11-12
or by appointment

Irby 317F
Phone: 450-5101

Course Objectives:

To read critically and thoughtfully thirteen important American writers from the years following the American Civil War to the earliest decade of the twenty-first century

To gain some sense of the American historical process and the cultural milieu in which each writer worked and the concept of American culture to which each writer has made a lasting contribution

To discuss and write with precision and force regarding the form, style, and aesthetics with which each writer has forged a lasting place in the canon of American letters

To write an original, thoughtful essay guided by the student's own ideas on themes, vision, and/or language in one of the writers surveyed, but a paper also reinforced with appropriate and professionally documented secondary sources

Texts: Norton Anthology of American Literature, Volumes C, D, and E, Seventh Edition
Mark Twain, *A Connecticut Yankee in King Arthur's Court*, Oxford World's Classics
Edith Wharton, *Ethan Frome*, Oxford World's Classics

Course Requirements:

About ten quizzes, a variety of regularly completed homework assignments, two examinations, and a final essay.

Further Requirements for achieving, successful students in American Literature II:

I take the roll daily, religiously. I allow no more than five (5) absences in this class. If you miss a sixth (6) class in this course, whatever the circumstances, count on me withdrawing you from this course with a grade of WF.

I teach school so that I can learn from my students who I truly believe have much to teach me about literature. In a professional, not personal, manner I will attempt to get to know you as a student and a learner in this classroom. Please do not misunderstand my calling on you, or asking you to participate in our discussion. This technique is not meant to rattle or harass anyone. Rather, I want to know what is on your mind. What do you like about the works we are reading? What fascinates you, frustrates you, or confuses you about our readings, or the homework that I am asking you to do in regard to these works? Use this class to responsibly, civilly ask questions about the interesting works we are reading and what I am expecting from you in the homework and written assignments that I will collect and sometimes grade.

Hey, did you know it's the Digital Age! Some student reminds me of this every day I teach by allowing a cell, a beeper, or some electronic device to go off in my classroom. You are about to enter a low-tech experience. Regard it as such. Park all your phones, i-pods, lap tops, texting devices at the door of this classroom, and keep them there until this class has ended. I assume one of the reasons you are in this classroom at this time is because you love the experience of words and language blissfully unmediated by electronics. So do I. All of these devices can be useful to research and have their place, but not in the fifty-minute, three time weekly process of this particular class.

In a classroom situation, that I hope will be highly inter-active--- you talking to me, me talking to individuals in the room, and students conversing with one another---courtesy, professionalism, and common sense should prevail. You know, the golden rule, treat each other and yours truly the way you wish to be treated, and I'll work hard to do my fair share. That way, this class, our discussions can be stimulating, fun, and relaxed, and this course can immediately get off to a good start. I always have high expectations for this course. In the past my American Literature II sections have been full of interesting, diverse, and talented students, not necessarily English majors nor people who have studied literature previously, but individuals who quickly find ways to be engaged in the fascinating texts that I believe I have assembled before you. I know this class will be no exception to what I have experienced previously, and by May, we will all have learned more about American Literature II than we would have thought possible in the snows of January.

January 16

Introduction to Mark Twain, Volume C, *Norton Anthology of American Literature*, pp. 118-21.

January 23

Mark Twain, *A Connecticut Yankee*

January 30,

Introduction to Henry James, Volume C, pp. 417-20.

Henry James, *Daisy Miller*, pp. 421-459.

February 6

Henry James, *The Beast in the Jungle*, pp. 477-506.

February 13

Introduction to Robert Frost, Volume D, pp. 230-31.

Selected Poems, pp. 231-50.

February 20,

Introduction to Stephen Crane, Volume C, pp. 943-46.

Stephen Crane, *Maggie: A Girl of the Streets*, pp. 946-89.

February 27

Introduction to Wallace Stevens, Volume D, pp. 281-3.

Selected poems, pp. 1441-56.

March 5

Introduction to E. E. Cummings, Volume D, pp. 636-7.
Selected Poems, pp. 283-295.

March 12

Introductions to Mary E. Wilkins Freeman and Sarah Orne Jewett, Volume C, 525-6; 652-3
"A New England Nun," "A White Heron," and "The Revolt of Mother," pp. 653-661; 526-533; and 662-672.

March 19

Spring Break

March 26

Introduction to Willa Cather, Volume D, pp. 45-7.
Willa Cather, Neighbor Rozicky, handout

April 2

Introduction to Edith Wharton, Volume C, pp. 813-4.
Edith Wharton, *Ethan Frome*, Oxford World's Classics

April 9

Introduction to Zora Neale Hurston, Volume D, 528-30.
Zora Neale Hurston, "The Gilded Six-Bits," pp. 541-9.

April 16

Introduction to Gwendolyn Brooks, Volume E, pp. 322-3.
Selected Poems, pp.323-33.

April 23

Introduction to Amiri Baraka (Leroi Jones), Volume E, pp. 669-70.
Amiri Baraka, *Dutchman*, handout.

Final Paper due April 27

May 4

Final Examination

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 or 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 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 Office of Disability Services, 450-3613.

This instructor directs all students to familiarize themselves with all policies in the Student Handbook, particularly the Sexual Harassment Policy and all Academic Policies.