

**Sul Ross State University Rio Grande College**  
**Engl 4308 American Literature 1865-1940**  
**Spring 2023**

**Dr. Audrey Taylor** Audrey.taylor@sulross.edu

**Office:** Sul Ross RGC Eagle Pass Site; Room B105

**Phone:** 830-758-5018

**Office Hours:** W/TH 2-6 p.m. and by appointment (in person or by video conference)

Class is 6-8:45 p.m. Thursdays

### **Course Description**

In English 4308 you will interpret and evaluate American literature written between 1865 and 1940. This course is about what Americans writers since the Civil War, and until World War II, have thought about the human condition and American culture.

### **Course Outcomes**

After taking it, students should be able to:

1. recognize styles of each period and author
2. discuss major ideas and works
3. respond to literature actively and constructively: decide what you think
4. explain how literature both reflects and shapes society
5. understand how literary devices help set the tone of a piece and convey emotional meaning
6. understand how history affects form.

### **Student Learning Outcomes**

1. Student Learning Outcome #1 – Students will be able to construct documents that demonstrate coherence, development, organization, and appropriate/effective grammar, usage, and mechanics.
2. Student Learning Outcome #2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.
3. Student Learning Outcome #3 – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer’s own prose, and document them correctly using the style appropriate to the document.

### **TextBook**

<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1004&context=english-textbooks> (*Writing the Nation: A Concise Introduction to American Literature 1865 to Present*)

Additional texts might be included as links in the syllabus or on Blackboard.

### **Grade Determination**

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
Quizzes/Class Participation	In-Class	200
Weekly Question	Each Thursday	200
Midterm Exam	3/2	200
Paper/Project	3/23	200
Cumulative Final Exam	5/4	200

## **Grading**

A: 900 – 1000

B: 800 – 899

C: 700– 799

D: 600 – 699

F: 0 – 590

## **Assignments**

### Quizzes

These will check reading comprehension with simple questions about the assigned reading. They will be given randomly, in writing or orally, during class time.

### Weekly Question due Thursdays

Post question to appropriate Question link in Blackboard and print out copy for class (or have it on your phone/tablet/etc). Bring your question Thursday and be prepared to present your question then.

Each week you will bring one discussion question for class. These discussion questions will need to be more than a yes or no, or basic plot points, but instead should spark in-class discussions. Discussion questions should be accompanied by a relevant quote from the text. You do not need to answer the question, that is for your classmates to do.

### Paper/Project

To be developed with students. May contain a creative component, must contain a written component.

## **Exams**

Both the midterm and final exam will consist of short answer questions and essay questions. They will be in-class exams.

## **Attendance, etc. policy**

Research has shown that class attendance is an important factor in how well a student does, and how much material they retain (in other words, student success). For instance, Kassarnic et al. argue that “early and consistent class attendance strongly correlates with academic performance”. Due to the coronavirus pandemic I will not penalize you for not attending, HOWEVER, it is of vital importance that you attend when able, and consistently participate in class. If you attend each class (or have a verified excused absence) *and* an A in each section of the course (including participation), you may skip the final exam. If you attend each class and do not have an A, you will receive an extra 10 points on the final exam.

It is your job to attend or view class, prepared to write and think and listen and learn, without outside distractions, other electronic devices or tasks.

### **Late Papers/Assignments**

To pass the class you must successfully complete and turn in to me each assignment by the due date. If you fail to turn in even one assignment, you may earn an F for the course.

### **Grade Changes**

Please discuss your grades with me during the semester. There is no extra credit available once the class has finished, but to make up points you may re-do assignments within two weeks of their return. This does not apply to the midterm or final exam. If you plagiarize or turn in an assignment late you forfeit the right to re-do it. Once the semester is over and I have entered grades into the system I will not consider grade changes except where a number miscalculation has occurred.

### **ADA Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email [pharris@sulross.edu](mailto:pharris@sulross.edu). Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

### **Blackboard**

This course requires numerous written assignments, all of which *must* be submitted to Blackboard by the published deadline. Please be prepared for electronic failures, last minute issues etc. These are *not* acceptable excuses for missing a deadline.

### **Teleconference Courses**

I am teaching this course by teleconference in Uvalde, Del Rio, and Eagle Pass. I will not always be in the classroom that you are in which makes it difficult for you to speak with me before and after class. Please email me (see email address above) to make an appointment for us to meet or to have a phone conversation. My goal is your success! I welcome all requests for office, phone, or video conference appointments, and e-mailed questions.

### **Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance

education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**Schedule (Subject to change!)**

**Week 1: 1/19 Introduction to course and US Literature**

**In Class:** "This is Just To Say" 1002 William Carlos Williams, "There was a child went forth" Walt Whitman, "To a Common Prostitute" 112-113

Read all Emily Dickinson poems in online text (1.4)

**Week 2: 1/26**

Read "In the Jewish Synagogue at Newport" Emma Lazarus,  
<https://www.poetryfoundation.org/poems/45637/in-the-jewish-synagogue-at-newport>  
"An Ante-Bellum Sermon" Paul Laurence Dunbar,  
<https://library.duke.edu/rubenstein/scriptorium/sgo/findaid/poems3.html>, Zora Neale Hurston "How It Feels to Be Colored Me"  
<https://www.wheelersburg.net/Downloads/Hurston.pdf>

**Week 3: 2/2**

Read Mark Twain "The Notorious Jumping Frog of Calaveras County" 2.3.1, "The Private History of a Campaign That Failed" (<http://www.classicshorts.com/stories/phctf.html>)

**Week 4: 2/9**

Read "The Story of an Hour" Kate Chopin  
(<https://archive.vcu.edu/english/engweb/webtexts/hour/>)  
"The Yellow Wall-Paper" Charlotte Perkins Gilman 2.11.1

**Week 5: 2/16**

Read Henry James "Daisy Miller" 2.6.1 "The Real Thing"  
(<https://www.gutenberg.org/files/2715/2715-h/2715-h.htm>)

**Week 6: 2/23**

Read William Dean Howells "Editha" 2.4.1

**Week 8: 3/2 Midterm Exam**

Read Robert Frost "The Wood-Pile", "The Road Not Taken", "Out, Out", "Nothing Gold Can Stay", "Stopping by Woods on a Snowy Evening", "The Need of Being Versed in Country Things" (<https://www.poetryfoundation.org/poets/robert-frost#tab-poems>)

**Week 9: 3/9**

Read William Faulkner "That Evening Sun"

(<https://litteraturesave2.files.wordpress.com/2009/12/william-faulkner-that-evening-sun.pdf>)

Ernest Hemingway "Big Two-Hearted River"

([http://xroads.virginia.edu/~DRBR/hem\\_river.html](http://xroads.virginia.edu/~DRBR/hem_river.html))

**Spring Break**

**Week 10: 3/23 Paper/Project Due**

Read Stephen Crane "The Bride Comes to Yellow Sky"

(<https://public.wsu.edu/~campbelld/crane/bride.htm>)

**Week 11: 3/30**

Read T.S. Elliot "The Lovesong of J. Alfred Prufrock" 5.8.1

e.e.cummings "All in green went"

(<https://www.poetryfoundation.org/poems/148503/all-in-green-went-my-love-riding>)

"Buffalo Bill's" (<https://www.poetryfoundation.org/poems/47244/buffalo-bill-s>) "next to of course god America I" (<https://allpoetry.com/next-to-of-course-god-america-i>)

"anyone lived in a pretty how town"

(<https://www.poetryfoundation.org/poetrymagazine/poems/22653/anyone-lived-in-a-pretty-how-town>)

**Week 12: 4/6**

Read Edith Wharton "The Other Two" (<http://www.eastoftheweb.com/short-stories/UBooks/OthTwo.shtml>) and "Roman Fever"

(<https://www.newberry.org/sites/default/files/calendar-attachments/Roman%20Fever%20-%20Edith%20Wharton.pdf>)

**Week 13: 4/13**

Read F. Scott Fitzgerald "Babylon Revisited" (<https://gutenberg.net.au/fsf/BABYLON-REVISITED.html>)

**Week 14: 4/20**

Read H.D Doolittle "Pear Tree"(<https://poets.org/poem/pear-tree>) "at Baia"

(<https://poets.org/poem/baia>),

Ezra Pound "In a station of the metro" 5.6.1, "Cantos IV"

(<https://www.poetryfoundation.org/poems/54316/canto-iv>)

Marianne Moore "Poetry" 5.7.1

**Week 15: 4/27**

**Review**

Langston Hughes "The Negro Speaks of Rivers" 5.20.2 "Afro-American Fragment"  
(<https://www.ronnowpoetry.com/contents/hughes/AfroAmerican.html>) "I, Too"  
(<https://www.poetryfoundation.org/poems/47558/i-too>) "Trumpet Player"  
(<https://allpoetry.com/Trumpet-Player>)

**Exam Week**

Final Exam 5/4 from 6-8 p.m.