Course Texts:

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**Description:** This course examines representative works of American literature from the mid-nineteenth century to contemporary times using historical, philosophical, and structural filters to investigate universal social themes.

**Objectives:**
1) Examine the literary and cultural contexts of individual works.
2) Discuss the literary and social value of representative works.
3) Use scholarship to produce critical writing about literature.

**Student-Learner Outcomes:**
1) Develop awareness of the scope and variety of works present in the American literary canon by reading the assigned literary works and completing the course requirements of exams, exercises, and projects.

2) Understand works of American literature as expressions of individual and human values in historical and social contexts by evaluating the importance of literary contextual issues in exams and written reports.

3) Respond critically to works in the humanities by employing literary terminology and applying criticism to literature in analysis sessions and written reports.
4) Engage in the creative process and comprehend the intellectual demands required of writers by applying formalist and creative filters to assigned works.

5) Articulate informed personal reactions to works in the humanities in analysis sessions and written reports.

6) Build an appreciation for the aesthetic principles that guide or govern the humanities and arts by reading the assigned texts and completing analysis sessions and written reports.

7) Obtain and display knowledge of the influence of American literature upon intercultural experiences by reading literary works representative of various cultures within the United States and discussing issues relating to cultural exchange during exams and exercises.

Disclaimer: Several of the selected texts deal with unsettling and distasteful scenarios. These situations exist not for gratuitous purposes but rather to show the complexities and difficulties of life. Classroom discussions will directly address these issues.

Card Comments: All sessions will begin and conclude with card comments. Each student will write his or her name, the name of the instructor, the name of the course, and the title “Card Comments” on a card. An opening thought about class content will be written on the card during the first minute of class; a closing thought about class content will be written on the card during the last minute of class. The instructor will collect all cards when class concludes. Each completed card is worth ten points.

Projects:

1) Critical Essay: Write one critical essay examining a text discussed during class; this essay should range from ten pages to fifteen pages in length. Create a strong argument. Use textual evidence and content from at least five critical articles to inform the paper. Append an annotated bibliography to the essay. Follow MLA format. Papers will be read aloud during class.

2) Proposal: Submit to the instructor a topic proposal for a critical paper. This proposal should be two hundred and fifty words in length. Provide five detailed reasons for a topic’s selection. Follow MLA format.

5) Progress Reports: Submit to the instructor three reports examining the progress made toward completion of an approved critical paper. Each progress report should be two hundred and fifty words in length. Provide five detailed points of progress in each report.

Requirements: This course requires numerous readings, card comments, twelve writing-intensive quizzes, one paper proposal, three progress reports about the critical essay, three exams, and one
critical essay. Students should expect an intense class discussion during each class session. A work must be read by its assigned date on the syllabus.

Submissions: Assignments (excluding class-oriented exercises) must be typed and submitted to the instructor. All papers must be reviewed by tutors in Texas A&M University-Texarkana’s ASK Center before they are submitted. Proof of consultation will be provided by the tutors. The instructor will not grade papers which have not been reviewed. Assignments must also be posted electronically to Turnitin.com. (The class identification number is 2348393, and the class password is Americana.) Each assignment must be submitted by the appropriate due date printed on the syllabus.

Conferences: Students should conference with the instructor for assistance with projects or clarification of class material. Conferences are available during the instructor’s office hours or by special appointment. Please arrange a date and a time for a conference by sending a request to the instructor using e-mail.

Attendance: Class-oriented assignments and group work are essential for this course, so students should attend all class sessions. Two absences are allowed. According to the university’s attendance policy, the instructor may drop from the course a student who misses more than two class sessions. The instructor may grant excused absences at his discretion.

Cellular Phones: All cellular phones must be set to vibrate during class sessions. Sending text messages is not allowed.

Conferences: Students should conference with the instructor for assignment clarification or immediate writing feedback. Conferences are available during the instructor’s office hours or by special appointment. Please arrange a date and a time for a conference by sending a request to the instructor using e-mail.

Consultation Time: Each student must spend at least three hours of consultation time with tutors in Texas A&M University-Texarkana’s ASK Center. Tutors will provide proof of each consultation session. Note that conferencing with the instructor counts as consultation time.

Academic Honesty: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, and plagiarism (the copying or undocumented use of materials from any source) constitute academic dishonesty and may be grounds for a grade of F in this course and disciplinary action. Each student is responsible for reading and understanding the University Policy on Academic Integrity (UPAI).

ADA Statement: Students with disabilities may request reasonable accommodations through the Texas A&M University-Texarkana Disability Services Office (UC255A) by calling 903-223-3062.

E-Mail Statement: After applying to and being accepted into a program by Texas A&M University-Texarkana, an individual will receive an A&M-Texarkana e-mail account. Instructors and university officials will deliver official university correspondence to this account.
Each individual is responsible for information sent and received via his or her university e-mail account, and each individual must check his or her official A&M-Texarkana e-mail account completely and frequently. Faculty members and students must use their university e-mail accounts when communicating about coursework.

**Grading:** Each assignment corresponds to a given point value. Grades are computed by dividing a student’s accumulated points by the number of points possible.

**Points by Assignment**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card Comments (Per Session)</td>
<td>10</td>
<td>150</td>
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<tr>
<td>Critical Essay</td>
<td>700</td>
<td></td>
</tr>
<tr>
<td>Quiz</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Progress Report</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Proposal</td>
<td>100</td>
<td></td>
</tr>
</tbody>
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**Grade Computation (Example)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card Comments (Fifteen)</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Critical Paper</td>
<td>550</td>
<td>700</td>
</tr>
<tr>
<td>Quizzes (Five)</td>
<td>375</td>
<td>500</td>
</tr>
<tr>
<td>Progress Reports (Two)</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
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**Total:** 1175 1450

Grade = 1175/1450 = 81.03% ~ 81% = B
Tentative Schedule

01/18/11: Course Introduction

01/20/11: “American Literature: 1865-1914” (Vol. C, 1-13)
“El Corrido de Gregorio Cortez” (Vol. C, 1133)
“Gregorio Cortez” (Vol. C, 1134-1137)
“Jacinto Treviño” (Vol. C, 1137-1139)
From The Squatter and the Don (Vol. C, 93-100)
“Tiempos Amargos” (Vol. C, 1139-1140)
First Quiz

01/25/11: from Chippewa Music (378-381)
from Chippewa Music—II (381-382)
“[He has filled graves with our bones]” (Vol. C, 385-387)
“[I am alone]” (Vol. C, 383-384)

01/27/11: “Impressions of an Indian Childhood” (Vol. C, 1107-1113)
From Life Among the Piutes (Vol. C, 502-512)
“The Problem of Old Harjo” (Vol. C, 1046-1051)
“Why I Am a Pagan” (Vol. C, 1130-1132)
Second Quiz

02/03/11: Instructor’s Absence

02/08/11: “In the Jewish Synagogue at Newport” (Vol. C, 518-519)
“In the Land of the Free” (Vol. C, 880-886)
“The Law of Life” (Vol. C, 1052-1057)
“The New Colossus” (Vol. C, 520)
“Roman Fever” (Vol. C, 843-852)
“The Storm” (Vol. C, 531-534)
“Turned” (Vol. C, 822-828)

02/10/11: “The Imported Bridegroom” (Vol. C, 764-806)
Maggie: A Girl of the Streets (Vol. C, 957-1000)
from Sister Carrie (Vol. C, 940-954)
Third Quiz

02/15/11: from Autobiography of an Ex-Coloured Man (Vol. C, 1021-1038)
from Contending Forces: A Romance Illustrative of Negro Life North and South (Vol. C, 725-752)
“The Goophered Grapevine” (Vol. C, 689-696)
“Lift Every Voice and Sing” (Vol. C, 1020-1021)
Fourth Quiz


03/01/11: First Exam


03/10/11: from *Cane* (Vol. D, 1817-1822)
from *Collected Poems* (Vol. D, 2027-2037)

03/15/11: Holiday
“Flowering Judas” (Vol. D, 1691-1700) (Holiday Reading)
03/17/11: Holiday
*Quicksand* (Vol. D, 1722-1803) (Holiday Reading)

03/22/11: *Trifles* (Vol. D, 1412-1421)
from *Winesburg, Ohio* (Vol. D, 1422-1436)
Sixth Quiz
First Progress Report Due

03/24/11: from *Complete Poems* (Vol. D, 1534-1539)
“Gerontion” (Vol. D, 1585-1586)
from *Selected Poems* (Vol. D, 1532-1534)
“Sweeney among the Nightingales” (Vol. D, 1580-1581)
The *Waste Land* (Vol. D, 1587-1599)

Seventh Quiz


“The Leader of the People” (Vol. D, 2050-2060)
“Winter Dreams” (Vol. D, 1823-1839)
Eighth Quiz

04/07/11: Second Exam

04/12/11: “American Literature since 1945” (Vol. E, 2083-2092)
“Big Wind” (Vol. E, 2135-2136)
“Child on Top of a Greenhouse” (Vol. E, 2137-2138)
“Frau Bauman, Frau Schmidt, and Frau Schwartze” (Vol. E, 2137)
“Going to Meet the Man” (Vol. E, 2509-2520)
“The Lost Son” (Vol. E, 2139-2143)
“My Papa’s Waltz” (Vol. E, 2138)
Second Progress Report Due

04/14/11: “The Applicant” (Vol. E, 2709-2710)
“Blackberrying” (Vol. E, 2707)
“Daddy” (Vol. E, 2704-2706)
“The Day Lady Died” (Vol. E, 2594-2595)
“Lady Lazarus” (Vol. E, 2701-2703)
“To the Harbormaster” (Vol. E, 2591-2592)
“A True Account of Talking to the Sun at Fire Island” (Vol. E, 2595-2596)
“Why I Am Not a Painter” (Vol. E, 2592)
Ninth Quiz
04/19/11:  *Dutchman* (Vol. E, 2745-2758)  
from *Invisible Man* (Vol. E, 2298-2314)  
from *The Last Days of Louisiana Red* (Vol. E, 2840-2843)  
“Neo-HooDoo Manifesto” (Vol. E, 2844-2848)  
“Recitatif” (Vol. E, 2685-2698)  

04/21/11:  “The Body as Braille” (Vol. E, 3190)  
“For Virginia Chavez” (Vol. E, 3187-3188)  
“Child on Top of a Greenhouse” (Vol. E, 2137-2138)  
“*Madre* Sofía” (Vol. E, 3148-3149)  
“Refugio’s Hair” (Vol. E, 3153)  
“Seniors” (Vol. E, 3152)  
“Taking Away the Name of a Nephew” (Vol. E, 3150-3151)  
“Visions of Mexico While at a Writing Symposium in Port Townsend, Washington” (Vol. E, 3188-3190)  
“Wet Camp” (Vol. E, 3149-3150)  
“Woman Hollering Creek” (Vol. E, 3164-3171)  

Tenth Quiz  

“After the Last Dynasty” (Vol. E, 2106)  
“Father and Son” (Vol. E, 2105)  
“Footnote to Howl” (Vol. E, 2583-2584)  
“Howl” (Vol. E, 2576-2583)  
from *Maus* (Vol. E, 3091-3107)  
“Quinnapoxet” (Vol. E, 2107)  
“The Wellfleet Whale” (Vol. E, 2108-2111)  
Third Progress Report Due  

Eleventh Quiz  

05/03/11:  “Beauty and Sadness” (Vol. E, 3193-3194)  
“Eating Alone” (Vol. E, 3201)  
“Eating Together” (Vol. E, 3201-3202)  
“The Gift” (Vol. E, 3198-3199)  
“Heaven” (Vol. E, 3196-3197)  
“Lost Sister” (Vol. E, 3194-3196)  
“Mnemonic” (Vol. E, 3202)  
“Persimmons” (Vol. E, 3199-3201)  
“This Room and Everything in It” (Vol. E, 3203-3204)  
from *Tripmaster Monkey* (Vol. E, 2874-2900)  
“The White Porch” (Vol. E, 3191-3193)  

05/05/11:  “Dear John Wayne” (Vol. E, 3173-3174)  
“Do Not Go Gentle” (Vol. E, 3245-3248)
“Grief” (Vol. E, 3175)
“I Was Sleeping Where the Black Oaks Move” (Vol. E, 3174-3175)
“Fleur” (Vol. E, 3175-3184)
“Lullaby” (Vol. E, 3083-3090)
from The Way to Rainy Mountain (Vol. E, 2766-2775)
Twelfth Quiz

05/10/11: Critical Essay Due
Third Exam