

Basic Course Information

Semester:	Spring 2020	Instructor Name:	Christina Shaner
Course Title & #:	ENGL 221: American Literature II	Email:	christina.shaner@imperial.edu
CRN #:	21333	Webpage (optional):	n/a
Classroom:	2751 (upper floor in 2700 building; on west side between math and English departments)	Office #:	2785
Class Dates:	February 19 to June 10	Office Hours:	11:30 a.m. to 12:30 p.m. MW 10:00 to 11:00 a.m. TR
Class Days:	W	Office Phone #:	760.355.6162
Class Times:	6:00 to 9:10 p.m.	Emergency Contact:	email
Units:	3		

Course Description

Content not written by the professor:

This course is a survey of American literature from the late 19th Century to the present, which includes representative works from Literary Realism (1865-1914), the Modern Age (1914-1945), and the Postmodern Period (1946-present). In addition to reading representative works of authors of these periods, students will also address historical, social, political, cultural and religious issues of the time. Reading assignments will include essays, novels, drama, poetry, and short-fiction of the time period, as well as criticism of the literature. Students will critically analyze these works in essays, exams, and research papers as assigned. (CSU, UC)

Course Prerequisite(s) and/or Corequisite(s)

Content not written by the professor:

ENGL 110 or ENGL 101 with a grade of "C" or better.

Student Learning Outcomes

Content not written by the professor:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Synthesize and evaluate American literature (including genre, themes, and historical contexts) from after the Civil War to the present. (ILO1, ILO2, ILO5)
2. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)
3. Access and interpret literary texts using scholarly sources (drawn from the library catalog, electronic databases, and the internet) as support. (ILO1, ILO2, ILO4)
4. Perform literary analysis featuring close reading skill, coherent interpretation, thoughtful interaction with themes/content, and extension of literary text/s. (ILO1, ILO2, ILO3)

Course Objectives

Content not written by the professor:

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate, both orally and in writing, the ability to read and comprehend major works of American Literature from after the Civil War to the present day.
2. Demonstrate knowledge of the basic methods and techniques of literary analysis through discussion, quizzes, group work, and writing.
3. Identify and interpret intellectual traditions, where applicable, in American literature.
4. Demonstrate through quizzes, group work, discussion, and writing an understanding of the elements and devices of most of the American literary genres: poetry, drama, novel, short fiction, and non-fiction.
5. Name, describe, and interpret, both orally and in writing, major works by leading writers of American Literature from the post Civil War period through the present day.
6. Demonstrate through quizzes, group work, discussion and writing how diverse cultural, social, political, ethnic, and religious movements in America in the time periods discussed have been reflected in key literacy works and how related issues and ideas have been handled by various American writers.

Textbooks & Other Resources or Links

NECESSARY CONTENT:

Robert, Levine S., general editor. *The Norton Anthology of American Literature: 1865 to the Present*. 9th ed., vols. C-E, Norton, 2017. [ISBN: 9780393264555]

SUPPORT CONTENT:

Cuddon, J.A. and M.A.R. Habib. *Dictionary of Literary Terms and Literary Theory*. Edited by C.E. Preston, 5th ed., Penguin, 2000. Penguin Reference. [ISBN: 9780141047157]

Course Requirements and Instructional Methods

All major projects must be written and submitted by the student according to project instructions. Each essay may be revised and resubmitted one time. (See “Ethics” section for plagiarism exception and calendar for revision due date.) Partially completed essays or projects without all required sources will earn failing grades. Late essays may not be accepted.

While you should consult the professor with specific questions about your work, it’s up to you to monitor your overall effort, progress, and points. Grades will be determined on a 100-point scale (with letter divisions: 90-100=A; 80-89=B; and, so on).

Course Grading Based on Course Objectives

Assignment distribution will be as follows:

analysis mini-essays — 30 points (10, each)
annotated works cited — 10 points
research project — 20 points
quizzes — 30 points (10, each)
final exam — 10 points

To convert your letter grade to a point total, multiply the number possible for that assignment by the grade you earned. For example, if you earn a “B” on a project worth 15 points, multiply to find 85% of 15 (.85 x 15 = 12.75 points). To check your current course grade, divide your overall points earned by the number of points possible for all assignments due by that date.

Attendance

For absences due to *required* attendance at an IVC event, meet in advance with the professor to make arrangements. If you simply skip a class, contact a classmate (*not* the professor) to request notes or updates. You are to be removed from the roster for consecutive absences in excess of the unit value for that course (3-unit course meeting twice per week = 3-absence maximum; 3-unit course meeting once per week = 2-absence maximum).

Content not written by the professor:

The below information is the IVC attendance policy.

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be

the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

No student may attempt to use this class or its assignments to advocate discriminatory ideology or implement it as a weapon against other students, the professor, or parties/identities not present/represented. Recognizable, historically determined bigotry creates a toxic environment in the classroom and impedes and discourages sound, nuanced reason; self-critique; and, reality-based assessment of a subject.

Computers, tablets, and phones must be shut off or silenced whenever they are not required for an in-class activity. Exceptions may be made for students with medical need documented by DSPS.

Online Netiquette

Not applicable

Academic Honesty

Depending on type and severity, an instance of plagiarism may be addressed with a reduced or failing grade for the project or through disciplinary action from an administrator. If the latter, no revision will be accepted. Types of plagiarism include:

False authorship. Obtaining by any means another's work and using that work in an assignment presented for a grade. Common attempts to disguise it include inserting minor word changes and translating from text in another language.

Unacknowledged collaboration. Allowing outside influence or re-writing of the student's work. Cooperation is irrelevant.

Misrepresentation of source. Distorting or altering the meaning of a source text in order to promote an assumption.

Insufficient citation. Using excerpts or paraphrased content from another's work with faulty, or no, citation.

Recycling. Submitting all or part of a text prepared by the student for some other purpose.

Content not written by the professor:

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Content not written by the professor:

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- [Learning Services](#). There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Content not written by the professor:

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Content not written by the professor:

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

Content not written by the professor:

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

Content not written by the professor:

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

Content not written by the professor:

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Content not written by the professor:

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Content not written by the professor:

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Schedule for ENGL 221 / Spring 2020 / Professor Shaner

The schedule includes the possible range of readings for this term. Additional cuts will be made as needed during the semester.

- 2/19: Discussion of reading list
- 2/26: Introduction to volume C
Henry James, excerpt from “The Art of Fiction”
Jack London, excerpt from “What Life Means to Me”
Charlotte Perkins Gilman, excerpt from *Masculine Literature*
Mark Twain, “Fenimore Cooper’s Literary Offences” and “The War Prayer”
Constance Fenimore Woolson, “Rodman the Keeper”
- 3/4: Emma Lazarus, “In the Jewish Synagogue at Newport,” “1492,” and “The New Colossus”
Kate Chopin, “Désirée’s Baby”

Mary E. Wilkins Freeman, “A New England Nun” and “The Revolt of ‘Mother’”
Voices from Native America
Charlot, “[He has filled graves with our bones]”
Chief Joseph, excerpt from “An Indian’s Views of Indian Affairs”
The Ghost Dance Songs and the Wounded Knee Massacre
Charles Alexander Eastman, excerpt from *From the Deep Woods to Civilization*

- 3/11: José Martí, “Our America”
Booker T. Washington, excerpts from *Up From Slavery*
Charles W. Chesnutt, “The Passing of Grandison”
Abraham Cahan, *Yekl: A Tale of the New York Ghetto*
- 3/18: Charlotte Perkins Gilman, “The Yellow Wall-paper”
Edith Wharton, “The Other Two”
Ida B. Wells, excerpt from *Mob Rule in New Orleans*
Sui Sin Far, “Mrs. Spring Fragrance”
W.E.B. Du Bois, excerpt from *The Souls of Black Folk* and “The Damnation of Women”*
- 3/25: James Weldon Johnson, excerpt from *Autobiography of an Ex-Colored Man*
Paul Laurence Dunbar, “An Ante-Bellum Sermon,” “We Wear the Mask,” “Sympathy,” “Harriet Beecher Stowe,” and “Frederick Douglass.”
Zitkala-Ša, excerpt from “The School Days of an Indian Girl”
Quiz 1
- 4/1: Introduction to volume D
Gertrude Stein, excerpts from *The Making of Americans* and *Autobiography of Alice B. Toklas*
World War I and Its Aftermath
Ernest Hemingway, Letter of August 18, 1918, to His Parents
Jessie Redmon Fauset, excerpt from *There is Confusion*
- 4/8: William Carlos Williams, “Portrait of a Lady,” “Queen-Anne’s Lace,” “The Widow’s Lament in Springtime”
Ezra Pound, “A Virginal,” excerpt from *A Retrospect*
F.T. Marinetti, excerpt from *Manifesto of Futurism*
Mina Loy, *Feminist Manifesto*
Langston Hughes, excerpt from *The Ne[. . .]o Artist and the Racial Mountain*
Marianne Moore, “Marriage”
Claude McKay, “The Harlem Dancer,” “The Lynching,” “If We Must Die,” “The White City,”* “Enslaved,”* “Tiger,”* “The Ne[. . .]’s Tragedy,”* and “I Know My Soul”*

BREAK

- 4/22: Katherine Anne Porter, “Flowering Judas”
Zara Neale Hurston, “How It Feels to Be Colored Me”
Nella Larsen, *Passing*
Edna St. Vincent Millay, “I Think I Should Have Loved You Presently,” “[I, being born a woman],” “Apostrophe to Man,” and “I Forgot for a Moment”
E.E. Cummings, “Thy fingers make early flowers of,” “next to of course god america i,” and “i sing of Olaf glad and big”
- 4/29: John Dos Passos, excerpt from *U.S.A.*
William Faulkner, “Barn Burning”
Sterling Brown, “He Was a Man,” “Master and Man,” and “Bitter Fruit of the Tree”
Langston Hughes, “Mother to Son,” “I, Too,” “Mulatto,” “Song for a Dark Girl,” “Visitors to the Black Belt,” “Note on Commercial Theatre,” “Words Like Freedom,” “Dinner Guest: Me,”* “Un-American Investigators,”* “Third Degree,”* “Who But the Lord?,”* Ku Klux,”* “Peace,”* and “Justice”*
John Steinbeck, “The Chrysanthemums”
Richard Wright, “The Man Who Was Almost a Man”
Quiz 2

- 5/6: Introduction to volume E
Eudora Welty, “Petrified Man”
Ralph Ellison, excerpt from *Invisible Man*
Saul Bellow, excerpt from *The Adventures of Augie March*
Kurt Vonnegut, excerpt from *Slaughterhouse-Five*
Annotation Project Due
- 5/13: James Baldwin, “Going to Meet the Man” and “Sonny’s Blues”
Margaret Walker, “Street Demonstration,”* “For Malcolm X,”* and “For Andy Goodman— Michael Schwerner—and James Chaney (Three Civil Rights Workers Murdered in Mississippi on June 21, 1964)”*
Gwendolyn Brooks, “a song in the front yard,” “The Last Quatrain of the Ballad of Emmett Till,” and “To the Diaspora”
Naomi Madgett, “Quest,”* “Dream Sequence, Part 9,”* “The Race Question,”* “Pavlov,”* “Midway,”* and “Alabama Centennial”*
Conrad Kent Rivers, “A Mourning Letter from Paris (for Richard Wright)”* and “In Defense of Black Poets”**
Etheridge Knight, “I Sing of Shine,”* “Hard Rock Returns to Prison from the Hospital for the Criminally Insane,”* “Boston 5:00 A.M. —10/74,”* “A Poem for Black Relocation Centers,”* “A Poem of the Middle East ‘Peace Process’,”* “It Was a Funky Deal,”* “For Malcolm, A Year After,”* “For Langston Hughes,”* “For Black Poets Who Think of Suicide”*
“And Tell Me Poet, Can Love Exist in Slavery?,”* “Belly Song,”* “Feeling Fucked Up,”* “At a VA Hospital in the Middle of the United States of America: An Act in a Play,”* and “Haiku 1-9”*
June Jordan, “Okay ‘Ne[. . .]s’,”* “Cameo No. II,”* and “Poem for my family: Hazel Griffin and Victor Hernandez Cruz (Dedicated to Robert Penn Warren)”*
James A. Randall, Jr., “Who Shall Die?,”* “Don’t Ask Me Who I Am,”* “When Something Happens,”* and “Jew”*
Research Project Due
- 5/20: Flannery O’Connor, “Good Country People”
 Adrienne Rich, “Snapshots of a Daughter-in-Law,” “A Valediction Forbidding Mourning,” “Diving into the Wreck,” and “Power”
 Ursula K Le Guin, “Schrödinger’s Cat” and “She Unnames Them”
 Toni Morrison, “Recitatif” and her Nobel Prize speech
 Sylvia Plath, “Lady Lazarus,” Ariel,” “Daddy,” “Words,” “The Applicant,” “The Bee Meeting,”* “The Arrival of the Bee Box,”* and an excerpt from *The Bell Jar**
 Audre Lorde, excerpt from *Poetry is Not a Luxury*, “Coal,” “Black Mother Woman,” “Sexism: An American Disease in Blackface,”* “Man Child: A Black Lesbian Feminist’s Response,”* and “The Master’s Tools Will Never Dismantle the Master’s House”*
- 5/27: Raymond Carver, *Cathedral*
 Marge Piercy, “Right to Life,”* “Crescent moon like a canoe,”* “In memorial: Walter and Lillian Lowenfels,”* and “For strong women”*
 Maxine Hong Kingston, excerpt from *The Woman Warrior*
 Simon J. Ortiz, “Passing through Little Rock,” “Travelling,” and an excerpt from *From Sand Creek*
 Gloria Anzaldúa, “Towards a New Consciousness,” “How to Tame a Wild Tongue,” and “El sonavabitche”
 Alice Walker, “Everyday Use”
 Art Spiegelman, excerpt from *Maus*
Quiz 3
- 6/3: Amy Tan, excerpt from *The Joy Luck Club*
 Sandra Cisneros, *Woman Hollering Creek*
 Li-Young Lee, “The Gift,” “Persimmons,” and “This Room and Everything in It”
 Hunter H. Thompson, excerpt from *Fear and Loathing in Las Vegas*
 Jhumpa Lahiri, “Sexy”
- 6/10: **FINAL EXAM**

The current official course description, student learning objectives, course objectives, and policy statements regarding DSPS or health services can be found on the IVC web site or the “template” version of the syllabus. The “template” syllabus for this or any other IVC course can be found via the drop-down menu “For Students” on the main webpage.

*Works marked by an asterisk do not appear in the anthology. Text or instructions will be provided by the professor.