

ENGL 3840.003
American Literature, 1870 to the Present
Spring 2017
T 6pm-8:50pm; LANG 113

Office Hours (virtual):

T 1pm-4pm, or by appointment

***any in person meeting needs to be scheduled at least a week in advance
to determine time and place of meeting.***

Course Description:

This course concerns the second half of American literary production, discussed in its cultural and historical contexts. Our reading selections, discussions, exams, and writing assignments take into consideration current critical developments regarding U.S. literary history, the evolution of American Studies, and with attention to Ethnic Studies. We will approach “American” literature (recognizing that the U.S. makes up only part of the Americas) primarily through the lens of three historical eras, but we will also attend to four thematic concerns: immigration, indigenous sovereignty, segregation, and white supremacy.

Course Purpose:

This course serves to enhance student knowledge of American literary fiction and nonfiction. Students will gain a familiarity with the development of American Literature from the middle of the nineteenth century up to the contemporary period. Assignments and discussions in this course provide a forum for articulating an understanding of foundational works and themes in American literature and culture. In pursuing these goals, students will write three literary analysis essays, complete weekly reading quizzes, complete in-class writing assignments, complete two exams, create four formal discussion questions, and participate in classroom discussion.

Required Texts:

check class website regularly: pybarra.weebly.com; password: lacan

- Print and bring to class PDF readings available online
- *The Concise Heath Anthology of American Literature, Volume II: 1865 to the Present* (second edition), Paul Lauter, General Editor

Learning Outcomes:

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| <ul style="list-style-type: none">• Discuss key issues in the development of later American Literature• Integrate a discussion of American political and social issues with an array of past and contemporary American literature• Identify the varieties of American identity demonstrated in American Literature | <ul style="list-style-type: none">• Explain the historical contexts of various works of American literature• Identify major authors in American literary history• Demonstrate the ability to analyze a literary text verbally and in essay form |
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Grading:

- (25%) Three literary analysis essays (drop lowest grade)
- (20%) Reading Quizzes (weekly; drop lowest grade)
- (10%) Regular participation in class discussion; including attendance, asking questions, responding to questions, and responding to other students' comments
- (15%) Discussion Questions (each student will write two discussion questions for two respective weeks' readings and pose them to the class as a whole; the questions must be emailed to Professor Ybarra by noon on the class day in discussion)
- (15%) Exam One
- (15%) Exam Two

Special Notes

• **ATTENDANCE:** Students should endeavor to attend every class. Roll will be taken at every meeting. ONE absence is permitted. With two absences, the student begins to put his or her participation grade in jeopardy. THREE absences result in an automatic drop or an F.

• **Academic Honesty**

You are encouraged to become familiar with the University's Policy of Academic Dishonesty found in the [Student Handbook](#). The content of the Handbook applies to this course. Additional information will be included on essay assignments sheets.

• **Disability Accommodation:** The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found [here](#). Also, you may visit the Office of Disability Accommodation; call them at (940) 565-4323.

• The University Writing Lab, located in Sage Hall room 152, was created to serve the needs of the students at the University of North Texas in all aspects of writing. Undergraduate and graduate students consult with the staff of the Writing Lab for help in writing better papers. All services of the Writing Lab are free of charge for all University of North Texas students. University Writing Lab: <http://writinglab.unt.edu/>

COURSE SCHEDULE

(subject to revision; attend class and check website to stay apprised of any changes)

**LITERARY HISTORICAL UNIT A:
LATE NINETEENTH CENTURY 1865-1910 (1-37)**

WEEK 1

T Jan 17

- Introduction to course
- Choose presentation date

**WEEK TWO: Late 19C Overview (1-37), Varieties of Postwar Realism (38-41),
and Native Nations (138-140)**

T Jan 24

- **ASSIGN ESSAY #1**
- Late Nineteenth Century contextual readings (1-37)
- Samuel Langhorne Clemens/Mark Twain (53-59)
- Sarah Morgan Bryan Piatt (72-77)
- William Dean Howells (78-89)
- Native Nations (138-165)
 - Ghost Dance Songs
 - Charles Alexander Eastman
 - Gertrude Bonnin/Zitkala-Sa

WEEK THREE: Writing and Place (166-169)

T Jan 31

- Sarah Orne Jewett (169-179)
- Pauline Elizabeth Hopkins (191-204)
- Standing Bear (238-241)
- Sarah Winnemucca (242-254)
- Alexander Lawrence Posey (270-274)
- John Milton Iskison (275-282)

WEEK FOUR: Redefining the South: Black and White after Slavery (283-300)

T Feb 7

- **ESSAY #1 DUE (500 words)**
- Ambrose Bierce (301-306)
- George Washington Cable (307-323)
- Grace King (331-337)
- African American Folktales (338-349)
- Joel Chandler Harris (350-353)

WEEK FIVE: Outside/Inside U.S.A.: Expansion and Immigration (365-368)

T Feb 14

- Emma Lazarus (369)
- Thomas Bailey Aldrich (369)
- Finley Peter Dunne (370-374)
- Edith Maud Eaton (375-382)
- Yone Noguchi (383-387)
- Mary Antin (388-396)
- Carlos F. Galán (397-405)

WEEK SIX: On the Cusp of a New Century (406-407)

T Feb 21

- Henry Adams (407-417)
- Kate Chopin (418-423)
- Charlotte Perkins Gilman (424-437)
- Stephen Crane (442-461)
- Paul Laurence Dunbar (462-469)
- **REVIEW FOR MIDTERM EXAM**

WEEK SEVEN

T Feb 28

MIDTERM EXAM (bring a blue book!)

**LITERARY HISTORICAL UNIT B:
MODERN PERIOD 1910-1945 (485-505)**

WEEK EIGHT: Modern Period Overview (485-505), Toward the Modern Age (506)

T Mar 7

- **ASSIGN ESSAY #2**
- Booker T. Washington (506-523)
- W.E.B. DuBois (524-540)
- Edith Wharton (545-554)
- Ricardo Flores Magon and Literary Engagement with the Mexican Revolution (597-600)
- Robert Frost (608-612)
- Edna St. Vincent Millay (618-621)

WEEK NINE SPRING BREAK

T Mar 14: No Class

WEEK TEN: Alienation and Literary Experimentation (622-623)

T Mar 21

- **ESSAY #2 DUE (500 words)**
- Gertrude Stein (642-645)
- William Carlos Williams (646-650)
- E.E. Cummings (686-690)
- F. Scott Fitzgerald (710-726)
- Katherine Anne Porter (727-738)
- William Faulkner (754-768)
- H.T. Tsiang (777-782)

WEEK ELEVEN: The New Negro Renaissance (783-784), Issues and Visions in Modern America (831-832)

T Mar 28

- Alain Locke (785-795)
- Langston Hughes (805-812)
- Zora Neale Hurston (818-827)
- Anzia Yezierska (832-840)
- Meridel LeSueur (866-874)
- Mourning Dove (879-885)
- John Steinbeck (909-921)
- Richard Wright (922-931)
- Jovita González (940-945)
- Carlos Bulosan (946-949)

**LITERARY HISTORICAL UNIT C:
CONTEMPORARY PERIOD 1945 TO THE PRESENT (950-953)**

WEEK TWELVE: The Late 1940s and 1950s: Victory Culture (954-958)

T Apr 4

- **ASSIGN ESSAY #3**
- James Baldwin (1062-1086)
- Tennessee Williams (1087-1123)
- **IN FOCUS: The Beat Movement (1124-1147)**
 - Allen Ginsberg
 - Jack Kerouac

WEEK THIRTEEN: The 1960s: Postmodernism and Other Violent Changes (1148-1149)

T Apr 11

- Thomas Pynchon (1157-1167)
- Martin Luther King, Jr. (1181-1197)
- Malcolm X (1198-1204)
- Joyce Carol Oates (1228-1241)
- Luis Valdez (1242-1251)
- N. Scott Momaday (1283-1291)

WEEK FOURTEEN: IN FOCUS: The U.S. War in Vietnam and Its Aftermath (1252); The 1970s: Decade of Disillusionment (1292-1294); and The 1980s: Disasters, Divestment, Diversity (1340-1341)

T Apr 18

- IN FOCUS: The U.S. War in Vietnam and Its Aftermath
 - Tim O'Brien (1252-1261)
 - Le Ly Hayslip (1273-1279)
- Alice Walker (1295-1302)
- Pedro Pietri (1309-1319)
- Adrienne Rich (1319-1323)
- Maxine Hong Kingston (1324-1333)
- Audre Lorde (1334-1339)
- Leslie Marmon Silko (1353-1360)
- Raymond Carver (1361-1370)
- Lorna Dee Cervantes (1472-1477)

WEEK FIFTEEN The 1990s: New World Disorder (1492-1494)

T Apr 25

- **ESSAY #3 DUE (500 words)**
- Li-Young Lee (1494-1499)
- Art Spiegelman (1499-1514)
- Naomi Shihab Nye (1526-1533)
- Edwidge Danticat (1534-1539)
- Chang-Rae Lee (1539-1548)
- IN FOCUS Prison Literature (1554-1576)
 - Etheridge Knight
 - Jimmy Santiago Baca
 - Kathy Boudin
 - Judee Norton

WEEK SIXTEEN The Twenty-First Century: 9/11 and Beyond

T May 2

- Jhumpa Lahiri (1579-1590)
- Sherman Alexie (1599-1616)
- Demetria Martínez (1623-1626)
- Alison Bechdel (1627-1637)
- IN FOCUS: The 9/11 Terror Attacks (1638)
 - Don Delillo (1639-1649)
- Natasha Trethewey (1671-1673)
- Manuel Muñoz (1702-1715)
- **REVIEW FOR FINAL EXAM**

**FINAL EXAM: TUESDAY, MAY 9, 6PM; LANG 113
BRING YOUR BLUE BOOK!**