English 228: American Literature Civil War to Present
TR 12:45-2:00 PM LAAH 3XX

Professor Bendixen
Office: XXX LAAH
Phone: 845-2773
Email: abendixen@tamu.edu

Office Hours: Tuesdays and Thursdays 2:10 – 3:30 pm.

American Literature: Civil War To Present. ENGL 228. Credit 3. Expressions of the American experience in realism, regionalism and naturalism; varieties of modernist and contemporary writing; the rise of ethnic literature and experimental literary forms; includes such writers as Dickinson, Twain, James, Crane, Frost, Eliot, Fitzgerald, Hemingway, Faulkner, O'Neil, Baldwin, and Rich.

Course Description and Goals: English 228 is an exploration of American Literature from the Civil War to the present. Students will be introduced to the major themes and techniques of a number of important writers from this period. The course will focus on the aesthetic and historical values that mark the literary movements of realism, naturalism, and modernism, but the course also aims to improve the ability of each student to read, understand, and appreciate literary texts and their visual representations.

LEARNING OUTCOMES
1. Identify the major themes and techniques of important writers from this period.

2. Articulate the aesthetic and historical values that mark the literary movements of realism, naturalism and modernism.

3. Apply methods and techniques presented in the course to analyze and discuss literary texts and their visual representations.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in American Literature from the Civil War to the present.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading and their visual representations.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of American Literature from the Civil War to the present.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of American Literature from the Civil War to the present.

CS: The course will help students learn how to develop a greater understanding of American Literature from the Civil War to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as alienation, free will, and the search for meaning, ambition, personal happiness, and the larger social good, the quest for equality and human rights, immigration and cross-cultural conflict, war and its victims, and tradition vs. change. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American Literature from the Civil War to the present.

Grading Scale
A=90-100
B=80-89
C=70-79
D=60-69
F=0-59

Assignments and Grading: Regular attendance and timely completion of all reading assignments are expected. Your final grade will be based on your performance on three
exams (80%) and a series of daily one-minute papers (20%). The three exams will be made up of objective and short answers. All three exams and scores will be added up for a maximum total of 160 which will divided into two for 80% of the grade. The exams will emphasize both the assigned reading and the material covered in class.

The daily one-minute paper consists of students writing a one sentence reflection about what they learned in class that day. In the daily one-minute papers students will be expected to demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures, and philosophical outlooks shape the development of a literary tradition, including their own.

On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.

**Attendance:** All students are expected to complete readings before the class period in which they will be discussed. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Academic Dishonesty:** All policies, including those on academic dishonesty, outlined in TAMU’s *Student Rules* (aggiehonor.tamu.edu) apply: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

**ADA:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Required Texts:**
- *Norton Anthology of American Literature* (7th edition), Part II, Volumes C, D, E
- *Hemingway, In Our Time* (Scribner’s)
- *Fitzgerald, The Great Gatsby* (Scribner’s)
- *Maxine Hong Kingston, The Woman Warrior*

**Reading Assignments:** All page numbers below refer to the *Norton Anthology of American Literature*. You should have completed reading the assigned texts by the date noted below.

**Week 1 T**
- Introduction

Week 2 T  Mark Twain, Adventures of Huckleberry Finn, 108-294. DMP


Week 3 T  James, “Daisy Miller,” 391-429. DMP.


Week 4 T  Chopin, The Awakening, 535-625. DMP.

TH  Chopin continued. DMP.


TH  London, “To Build a Fire,” 1057-1067; Wharton, “The Other Two,” 830-843. DMP.

Week 6 T  First Exam (Realism and Naturalism)


Week 7 T  Cather, My Antonia, 1214-1349 in volume D. DMP.

TH  Cather, My Antonia, 1214-1349 in volume D continued. DMP.

March 15-19  Spring break


Week 9 T  Hemingway, In Our Time. DMP.
TH Hemingway continued.
Fitzgerald, "Winter Dreams."
Williams, "The Red Wheelbarrow," 1469, and "This Is Just to Say," 1472;
Millay, "I being born a woman," 1805. DMP.
Week 10 T Second exam (Modernism)

Wright, "The Man Who Was Almost a Man," 2067-2075.
Cullen, poems, 2061-2065.
Hughes, poems, 2027-2037. DMP.

Week 11 T Miller, Death of a Salesman, 2327-2392 in volume E. DMP.

TH Stevens, Poems on 1439-1455 in volume D: "The Snow Man,"

Week 12 T Ellison, selections from Invisible Man, 2298-2314.
Malamud, "The Magic Barrel," 2285-2297. DMP.

Roethke, "The Waking" and "I Knew a Woman" on 2143-2145.
Ginsburg, 'Howl." 2574-2583. DMP.

Week 13 T Kingston, The Woman Warrior. DMP.

TH Kingston, The Woman Warrior continued. DMP.

Week 14 T LeGuin, Schroedinger's Cat," 2665-2670
Carver, "Cathedral," 2828-2838. DMP.

TH Walker, "Everyday Use," 3010-3016
Anaya, "Dos," 2807-2815. DMP.

Final Exam. The exams will emphasize both the assigned reading and the material covered in class. On the final essay exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American Literature from the Civil War to the present.