

ENGL 214 – American Literature II
UW Stevens Point at Marshfield
Spring 2023

Credit Hours: 3 credits

Prerequisites: ENGL 101 or equivalent

Combined Section: M01 + W01 TTh 12:30-1:45 p.m. MSF Room 126/WAU Room 191

Jeff Verona

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The course description for ENGL 214 reads “Representative works by American writers since 1865.” This class will focus on authors and texts from the Gilded Age to the present as we investigate just who “American writers” are and what “representative” means, both as an ideal and in practice.

Course Objectives

After taking ENGL 214, students should achieve proficiency in these areas:

- Understand and analyze texts and cultural contexts of American literature since the late nineteenth century.
- Examine, discuss, and apply a variety of critical approaches useful for interpreting literature.
- Explore the various genres of American literature, including poetry, short fiction, drama, novels and non-fiction.
- Enhance understanding of the formation of individual and national identity through literature.
- Question mechanisms of inclusion and exclusion in American literature and, thus, historic constructions of power.
- Use writing to increase your understanding of literary works and their context and to think critically about your own and others’ written work.
- Enjoy some works of literature that may be new to you.

Required Texts:

The Norton Anthology of American Literature, Volumes C, D, E. 10th edition, Norton, 2022.
Additional readings will be provided via Canvas

Grading Scale

<u>Assignment</u>	<u>Points</u>	<u>Total Points</u>	<u>Final Grade</u>
Discussion Posts	500	934-1000	A
Group Presentations	200	900-933	A-
Semester Project	200	867-899	B+
Final Reflection	<u>100</u>	834-866	B
	1000	800-833	B-
		767-799	C+
		734-766	C
		700-733	C-
		667-699	D+
		666-600	D
		< 600	F

Course Completion

In order to receive a passing grade for the course all assignments must be turned in, but turning in all assignments does not guarantee a passing grade.

Attendance and Late Work

If you know you will be absent on a given day, you must notify the instructor in advance. In the event of a last-minute emergency, be sure to notify your instructor **before class meets** if you will be unable to attend. Late essays will be subject to penalties at the instructor's discretion. Should you be unable to complete the course, please formally withdraw by the drop date, **Friday, April 7**. I cannot drop you from the course, and if you do not withdraw I will have to give you a performance grade (i.e., an F).

Wellness Policy

Please do not attend class if you are sick. Contact the instructor, and we'll work out a plan to keep your current with the course. Observe all quarantine and masking requirements, if needed. Be respectful toward those who choose to wear masks.

Tutoring-Learning Center Support

TLC Locations:

- **Marshfield: Marshfield Campus Library**

Contact Information:

- **Marshfield: roleary@uwsp.edu; 715-898-6036**

The Tutoring-Learning Center (TLC) is the UWSP academic support center. The TLC offers individual, drop-in tutoring in math, writing, and STEM, Student Success Workshops, and credited courses. We also offer Academic Coaching as an opportunity to work on skills such as goal-setting, motivation, note-taking, test-taking, time-management, study skills, etc.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form.

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Reading and Major Assignment Schedule – ENGL 214

Note: Assignments are due on the dates listed. Students are expected to do the required readings in advance of class.

Our textbook is The Norton Anthology of American Literature, 10th edition.

Page numbers beginning with C refer to Volume C: 1865-1914

Page numbers beginning with D refer to Volume D: 1914-1945

Page numbers beginning with E refer to Volume E: 1945 to the Present

- 1/24 Introduction, Orientation; Harper, “Aunt Chloe’s Politics”; Markham, “The Man with the Hoe”; Hill, “The Preacher and the Slave” (all in Canvas)
- 1/26 Chopin, “The Story of an Hour” (C568-70); Freeman, “The Revolt of ‘Mother’” (C666-77); Gilman, “The Yellow Wall-paper” and “Why I Wrote ‘The Yellow wall-paper’” (C831-43)
- 1/31 James, Daisy Miller (C425-64)
- 2/2 **Group Project 1 Assigned**; Winnemucca, Life Among the Piutes(C538-47); Oskison, “The Problem of Old Harjo” (C1082-87)
- 2/7 Planning day for Group Project 1
- 2/9 Garland, “Under the Lion’s Paw” (C750-59); Crane, “The Open Boat” (C1028-44)
- 2/14 **Group Presentations**; Hemingway, “Soldier’s Home” (D908-13); Parker, “Big Blonde” (D 218-34)
- 2/16 **Group Presentations**; Faulkner, “A Rose for Emily” (D 873-79); Steinbeck, “The Chrysanthemums” (D 957-64)
- 2/21 Hurston, “How It Feels to Be Colored Me” (D 557-60); Hughes, “The Negro Speaks of Rivers” (D 946), “Mother to Son” (D 946-47), “The Weary Blues” (D 948), “Theme for English B” (D 954-55)
- 2/23 Robinson, “Luke Havergal” (D32-33), “Richard Cory” (D33), “Miniver Cheevy” (D34); Cummings, “in just” (D 642), “next to of course god america i” (D 644-45), “i sing of Olaf glad and big” (D 645-46), “anyone lived in a pretty how town” (D 646-47)
- 2/28 Glaspell, Trifles (D 263-72)
- 3/2 Glaspell, “A Jury of Her Peers” (Canvas); Discussion of Semester Project
- 3/7 Eliot, “The Love Song of J Alfred Prufrock” (D 371-74); Cullen, “Yet Do I Marvel” (D 966); “Incident” (D 966-67); “Heritage” (D 967-99)
- 3/9 **Semester Project 1 Due**; Stevens, “Disillusionment of Ten O’Clock” (D 294); “The Idea of Order at Key West” (D 300-1); “Of Modern Poetry” (301-2)
- 3/14 Larsen, Passing (D 562-94)
- 3/16 Larsen, Passing (D 594-627)

Spring Break – March 20-24

- 3/28 Roethke, “My Papa’s Waltz” (E 27), “The Waking” (E 32), “Elegy for Jane” (E 32-33); Hayden, “Those Winter Sundays” (E 141); Kinnell, “After Making Love We Hear Footsteps” (E 434)
- 3/30 **Group Project 2 Assigned**; Plath, “Lady Lazarus” (E 634-36), “Daddy” (E 638-40), Glück, “Gretel in Darkness” (Canvas); Lorde, “The Woman Thing” (E 696)
- 4/4 Planning day for Group Project 2
- 4/6 Le Guin, “Schrödinger’s Cat”(E 508-14); Barthelme, “The Balloon” (E 614-17)
- 4/11 **Group Presentations**; Cheever, “The Swimmer” (E 126-34); O’Connor, “A Good Man Is Hard to Find” (E 393-404)
- 4/13 **Group Presentations**; Carver, “Cathedral” (E 739-49); Tan, “Two Kinds” (E 966-74)
- 4/18 O’Brien, “How to Tell a True War Story” (E 874-83); Nguyen, “War Years” (E 1108-20)
- 4/20 Walker, “Everyday Use” (E 819-25); Alexie, “This Is What It Means To Say Phoenix, Arizona” (E 1063-71)
- 4/25 Bishop, “The Fish” (E 47-49); Brooks, “We Real Cool” (E 277); Rich, “Diving Into the Wreck” (E 472-74); Harjo, “Call It Fear” (E 933-34), “White Bear” (E 934-35)
- 4/27 **Semester Project 2 Due**; Chiang, “Story of Your Life” (Canvas)
- 5/2 Wilson, Fences (E 827-54)
- 5/4 Wilson, Fences (E 854-73)
- 5/9 In-class workday for Semester Project 3
- 5/11 **Semester Project 3 Due; All Remaining Work Due; Course Review**