

Basic Course Information

Semester:	Spring 2018	Instructor Name:	Nikolai Beope
Course Title & #:	English 221: Survey of American Literature II	Email:	nbeope@gmail.com
CRN #:	21268	Webpage (optional):	N/A
Classroom:	2751	Office #:	N/A
Class Dates:	FEB 12 – JUN 8	Office Hours:	N/A
Class Days:	WED	Office Phone #:	760-592-5359
Class Times:	6 – 9:10 PM	Emergency Contact:	Instructor or English Dept.
Units:	3		

Course Description

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.

Course Prerequisite

ENGL 101 with a minimum grade of C or better (Engl. 1A)

Student Learning Outcomes

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

Course Objectives

1. Demonstrate; both orally and in writing, the ability to read and comprehend major works of American Literature from the late 19th Century 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 imported 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

Required:

“Last Exit To Brooklyn”, Hubert Selby, JR., 1964

“Bloods. Black Veterans of the Vietnam War: An Oral History”, Wallace Terry, 2006

“Citizen: An American Lyric”, Claudia Rankine, 2014

Course Requirements and Instructional Methods

Essay #1: A research paper that also aids in the creation of the Wikipedia page for “Bloods. Black Veterans of the Vietnam War: An Oral History”. (Letter grade)

Essay #2: An argumentative research paper focusing on appropriation in conceptual literature, specifically in the works of Kenneth Goldsmith and/or Vanessa Place. (Letter grade)

Essay #3: An argumentative research paper responding to issues found in “Citizen: An American Lyric”. (Letter grade)

Midterm & Final: An in-class essay responding to one of more of the texts assigned throughout the semester. (Quiz Grade)

Presentation: Near the due date of essays, each student will give a 4-6 minute presentation on his or her essay topic. Only one presentation throughout the semester is required. Students who are researching similar ideas may perform the presentation as a small group. The presentation can come in many forms, from traditional methods we are familiar with (Power Point, etc.), to more experimental ones such as creating a music video, a dramatic play, a documentary/mocumentary, a display of artifacts, etc. Guidelines will be established and examples will be given beforehand. Presentations are in no way a substitute for the assigned essays, so choose which topic you would like to present on wisely. (Letter grade)

Annotated Bibliography: One assignment will ask you to write an annotated bibliography instead of a works cited page. Following MLA guidelines, list sources and describe specifically what part of each source is relevant to your research paper and why/how you used it. (Letter grade)

Extra Credit: Throughout the semester there will be many ways to receive extra credit points. These points will only influence homework and quiz scores.

1) In-class writing/group activities: There will be a number of in-class writing assignments and group activities that are required and integral to the class. It is your responsibility to come prepared with a notebook and writing instrument. Please be sure to complete and submit all in-class writing assignments at the end of class. Failure to do so will affect your participation grade. These exercises cannot be made up.

2) All assignments (homework and essays) are due on the assigned date **at the beginning of class or will be considered late.**

3) Barring emergencies, late papers/homework **will be marked down a letter grade for each class session they are missing. Assignments turned in late will also be handed back to students later than usual. If you have unusual circumstances discuss them with me.**

4) All assignments must be **completed satisfactorily. An assignment that does not follow instructions or is incomplete will receive **zero** credit.**

Course Grading Based on Course Objectives

10%: Participation (includes in-class writings, rough drafts and peer presentation grades)

10%: Homework, Quizzes (unannounced), Midterm & Final

20%: First essay assignment

20%: Second essay assignment

20%: Third essay assignment

10%: Presentation

10%: Annotated Bibliography

Grading system:

90 + = A 80 – 89 = B 70 – 79 = C

60 – 69 = D 59 – = F

Attendance

-A student who fails to attend the first meeting of a 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 (3)** may be dropped. Students who meet or exceed this number will automatically receive zero credit for their participation grade.

-Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

-Please avoid coming late to class. The majority of our quizzes occur at the start of class, so students who are consistently tardy will find their quiz grade heavily affected. If for any reason you have to leave early inform me before lecture.

Classroom & Email Etiquette

Electronic Devices: Please turn off all cell phones during class. Please do not text or go online during class. Students who are consistently seen using their cell phones **will lose participation points** without warning. If you find it necessary to use a laptop, you must sit near one of the front rows.

Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.

Disruptive Students: Our classrooms are protected spaces for open, thoughtful exchange and respectful communication. Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. **Students who create works (including essays, presentations, or peer critiques) that espouse hateful or racist ideologies** must also meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog. Students who are found to be chatting amongst each other—this includes signing— during lecture will also lose participation points without warning. If the problem is consistent they will also be asked to leave the classroom.

Children and others in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Email: Please email me at the address found above. Responses to email could take up to two days, or depending on the content not answered at all. This should in no way act as an excuse to turn in any work late. **Under no circumstances should students email assignments**, or inquire about their current grade in the class. If you are absent, check the syllabus for due dates, Canvas for handouts, or ask your peers for lecture notes.

Academic Honesty

-Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important 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

-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)

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

-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

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)

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

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

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

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

Week 1

Feb 14

Introduction to course and course materials

Tools of the Trade: Close reading/understanding the role of description
(HW* & Readings**: Syllabus)

* All homework is due the following class meeting unless otherwise specified.

** Readings will be quizzed and discussed the following class unless otherwise specified.

Week 2

Feb 21

Tools of the Trade: Close reading/asking analytical questions about literature

Introduction to Modernism

(Readings: Kate Chopin "A Pair of Silk Stockings")

Jack London "South of the Slot"

Henry James "The Beast in the Jungle")

Week 3

Feb 28

Tools of the Trade: Close reading/understating the role of point-of-view

Modernism and the manifesto

(Readings: Janet Lyon "Manifestoes: Provocations of the Modern", Mina Loy "The Feminist Manifesto")

Week 4

Mar 7

Tools of the Trade: Close reading/understating diction, tone and voice

Modernism and the Avant-garde

Midterm handout and examples

(Readings: Flannery O’Conner “A Good Man is Hard to Find”
Last Exit to Brooklyn: “Another Day Another Dollar”)

Week 5

Mar 14

Writing about literature

Beat Generation

(HW: Vulgarity/Vulgar ex.

Readings: Alan Ginsberg selected readings

Last Exit to Brooklyn: “The Queen is Dead” Suggested reading: “Tralala”

Canvas readings located under “files”)

Week 6

Mar 21

Essay 1 introduction, handout and examples

Shift to Postmodernism

Confessional Literature

(Readings: Sylvia Plath selected readings

Last Exit to Brooklyn: “Landsend” Suggested reading: “Strike”

Canvas readings located under “files”)

Week 7

Mar 28

Midterm

(Readings: “*Invisible Man*” prologue

Canvas readings located under “files”)

Week 8

Apr 4

Spring break

Week 9

Apr 11

Tools of the Trade: Understanding central themes and motifs Postmodern

(Readings: Roland Barthes selected readings

Andre Dubus “Intruder”

Bloods: 1 - 52

Canvas readings located under “files”)

Week 10

Apr 18

Due assignment #1

Presentation 1

Postmodernism “The Author is Dead”

(Readings: Yoko Ono selected readings

Place & Fitterman *Notes on Conceptualisms* selected readings

Bloods: 53 - 152

Canvas readings located under “files”)

Week 11

Apr 25

Essay 2 introduction, handout and examples

Postmodernism and Conceptual Literature

(Readings: Darko Suvin selected readings

Samuel Delany selected readings

Canvas readings located under “files”)

Week 12

May 2

The Role & Raise of Science Fiction

(Readings: Stuart Dybek selected readings

Jayne Anne Phillips selected readings

Helena Viramontes selected readings

Canvas readings located under “files”)

Week 13

May 9

Due assignment 2

Presentations 2

Essay 3 introduction, handout and examples

(Readings: Roland Barthes selected readings

Denis Johnson selected readings

Canvas readings located under “files”)

Week 14

May 16

“The New Sentence”

Unreliable narrator

(Readings: Ron Silliman selected readings

Danny Hoch selected readings

Sawako Nakayasu selected readings

Canvas readings located under “files”)

Week 16

May 23

Hybrid Texts versus the “Already Known”

(Readings: Aimee Bender selected readings

Junot Diaz selected readings

Canvas readings located under “files”)

Week 17

May 30

Semester review

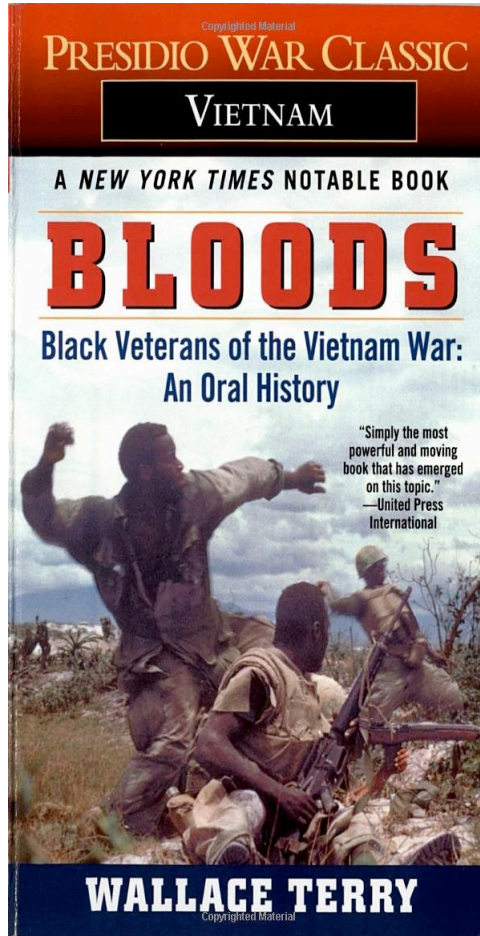
Optional extra credit quiz

Week 18 – Finals week

June 6

Due assignment #3

Finals presentations



CITIZEN

AN AMERICAN LYRIC

CLAUDIA RANKINE