

Summer 6-15-2018

ENG 5061A-600: Special Topics in Literature and Literary Theory

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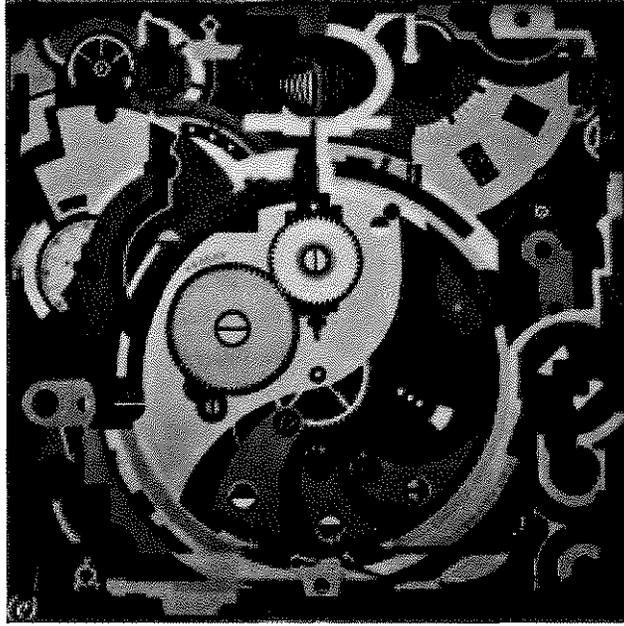
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Watch, Gerald Murphy, 1925

ENG 5061A: American Modernism: Literature, Culture, History Summer 2018

Professor: Dr. Marjorie Worthington

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Office: Coleman Hall 3321 (Not there much in summer)

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This course will provide a wide-ranging survey of American literature from the Modernist period. Students will study these works in their historical, literary and cultural contexts. We will discuss such texts as Zora Neale Hurston's *Their Eyes Were Watching God*, F. Scott Fitzgerald's *The Great Gatsby*, Ernest Hemingway's *The Sun Also Rises* and William Faulkner's *The Sound and the Fury* along with various poets such as T.S. Eliot, William Carlos Williams, H.D. and Edna St. Vincent Millay. We will endeavor to understand these works in terms of the artistic movements of the time and the critical and theoretical frameworks that have arisen around them.

Texts: Charles Chesnutt, *The Marrow of Tradition* (1901)
Edith Wharton, *The House of Mirth*, (1905)
Jean Toomer, *Cane*, (1923) (in D2L)
F. Scott Fitzgerald, *The Great Gatsby* (1925)
Ernest Hemingway, *The Sun Also Rises* (1926)
William Faulkner, *The Sound and the Fury* (1929)
Zora Neale Hurston, *Their Eyes Were Watching God*, (1937)
T.S. Eliot, *The Waste Land* (in D2L)

OBJECTIVES:

- To read, discuss and analyze representative texts of the early twentieth century.
- To familiarize ourselves with differing critical stances on some of these works.
- To learn about and engage in literary research.
- To hone skills related to writing literary analyses.

- To explore relevance of this literature to other texts, arts, disciplines and world issues.

ASSIGNMENTS:

YOU MUST COMPLETE ALL WRITTEN ASSIGNMENTS TO PASS THIS COURSE.

DISCUSSION QUESTIONS:

Each module will consist of a reading assignment which will often be accompanied by a writing assignment: discussion questions for you to answer. Because we do not meet in real time, your answers to these questions will take the place of class discussion. For that reason, you will post those answers to the corresponding Discussion board (I will label them for each module). Sometimes you will have a single question to answer, sometimes more. The important thing to remember is that you **must answer the question**. Don't simply ramble on; longer does not necessarily mean better. Rather, focus your writing on the task of answering the question and providing ample textual evidence (quotations and examples from the reading) to prove your point. Your answers should be organized, in paragraphs and complete sentences. In other words, these are mini essays. You will also need to read and respond to the answers that other students in the class provide. You do not need to respond to every single student every time, but there should be a good deal of give and take between you, just as there would be in a classroom setting. And I will chime in occasionally as well, but I will not dominate the conversation. Because this course moves so quickly from topic to topic, it is **vital** that you adhere to the posted due dates. If you respond late, we will have moved on to another topic or work and your answers will no longer be helpful to the class.

SHORT ESSAYS: Over the course of the semester, you will write three five-page double-spaced essays in response to a variety of assignments. Those are already available in the "Content" section of D2L. Turn these essays in to the appropriately labeled dropbox in the "Dropbox" section. As I said above, because this course goes so quickly, it is **vital** that you adhere to the posted due dates.

1. **African-American Newspaper Essay:** For this essay you will explore the database of African-American newspapers from the 19th century and write an analysis of one or more of them.
2. **Painting/Literature Comparison:** One of the tenets of Modernist literature is to continually "Make It New" by developing different experimental writing styles. The art world had been doing this for decades before literature caught on (note the painting above, by Gerald Murphy, a good friend of Fitzgerald and Hemingway. This is an example of "Precisionism"). For this essay, you will examine a late-19th or early 20th-century artistic movement (I will give you a list of possibilities) and draw a direct comparison between that style of painting and the literary style of **one** of the texts we will read.
3. **Literary Style Mimicry OR Modernist Lesson Plan:** I would like this final essay to be something useful or fun for you, so you may choose either to write a brief literary work of your own (5 pages, double-spaced) that mimics the style of **one** of the literary texts we have read. OR you may develop a lesson plan for a class session (at any level you choose) related to one or more of the texts we have read. Regardless of which assignment you choose, you must write about something other than the text you wrote about for your painting essay.

FINAL EXAM: The exam will test both basic knowledge of the texts and class discussion/responses, and your ability to understand and analyze what you have read. It will include essays and short answer.

POLICIES:

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as de-fined in EIU’s Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be re-ported to the Office of Student Standards.

Plagiarism: Plagiarism is defined as appropriating words or ideas that are not your own without giving proper credit. The temptation to plagiarize can be great, particularly in the advent of extensive computer technology and the collaborative nature of our class. However, the consequences of plagiarism are dire and can result in a grade of F for the assignment and even for the course. It will also result in a report to the Judicial Affairs Office.

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact me or the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS.

Grade Breakdown:

Short Essays (3 @ 15% each)	45%
Discussion Questions/Participation	40%
Final Exam	15%

SCHEDULE OF ASSIGNMENTS

M June 11 Introduction – Read syllabus and materials and get started on Module 1: Introduction. Post any general questions to the Desire2Learn discussion board called ‘Questions.’ Do this rather than emailing questions to me so that others can see both your questions and my answers to them.

W June 13 Begin Module 2: *The Marrow of Tradition*

F June 15 Module 3: *The Marrow of Tradition* **African-American Newspaper essay assigned**

M June 18 Module 4: *The House of Mirth*

W June 20 Module 5: *The House of Mirth*

F June 22 Module 6: **Afro-Am Newspaper essay due, Painting/Literature Comparison Assigned**

M June 25 Module 7:

W June 27 Module 8:

F June 29 Module 9:

M July 2 Module 10: **Painting/Literature Comparison due, Literary Style Project assigned**

W July 4 **No New Module – July 4**

F July 6 Module 11:

M July 9 Module 12:
W July 11 Module 13:
F July 13 Module 14: **Literary Style Mimicry /Lesson Plan Project due**
M July 16 Module 15:
W July 18 Module 16: **Final Exam Review (independent study time)**
F July 20 **Final Exam due by 11:59pm**