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ENG 5010-600 Studies in Twentieth Century American Literature

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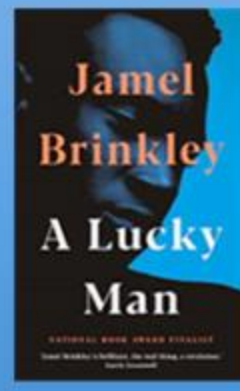
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Race & Masculinity in Contemporary American Literature

English 5010



Professor

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You can schedule an appointment with me here: <https://calendly.com/timengles/30min>

Books (EIU's Textbook Rental Service)

Richard Wright, *Savage Holiday* (1954)

David Henry Hwang, *M. Butterfly* (1988)

Walter Dean Myers, *Monster* (1999)

Adrian Tomine, *Shortcomings* (2007)

Caroline Rivers & Rosalind C. Barnett, *The Truth about Girls and Boys: Challenging Toxic Stereotypes about Our Children* (2011)

Adelle Waldman, *The Love Affairs of Nathaniel P.* (2013)

Patti Laboucane-Benson & Kelly Mellings, *The Outside Circle* (2015)

Chen Chen, *When I Grow Up I Want to Be a List of Further Possibilities* (2017)

Jamel Brinkley, *A Lucky Man: Stories* (2018)

Maia Kobabe, *Gender Queer* (2019)

Manuel Muñoz, *The Consequences* (2022)

COURSE DESCRIPTION AND POLICIES

Recent cultural, political and demographic changes in the United States have presented new challenges to the ways that men think of themselves and their relations to others. Such challenges confront those who have long occupied the dominant norms of straight, middle-class and white male, and in different ways, members of other races and ethnicities. We will study literature that depicts how social and cultural shifts have been encouraging men to reconsider their gendered and racialized selves. The

revealing lens that literature can be will also help us understand conditions that confront modern American men, raising insistent questions about themselves in terms of race and masculinity, and about their connections to other people.

We will conduct our course as an inquiring conversation, with your active participation central to our work. Because the success of our conversations will depend so heavily on everyone's participation, it is *crucial* that you develop your own schedule for keeping up with the readings, and that you do so with careful attention.

Note that while you can to some extent work at your own pace, our pace will be quicker than usual in this half-semester course. For those looking ahead, I have provided a complete Master List of activities in the Syllabus Module, and of graded assignments in the course Calendar.

For the record, here is EIU's Graduate Course Catalog description of our course:

ENG 5010 - Studies in Twentieth-Century American Literature

A study of some thematic preoccupation, literary movement, major figure(s), or genre connected with the period. The topic will vary from semester to semester.

Learning Objectives

Upon successful completion of this course, students will be able to:

- ✓ Better interpret literary works in terms of the characters' membership in significant social categories, especially race and gender
- ✓ Better interpret literary works that express a wide range of cultural perspectives and values, and think more critically and write more analytically about them
- ✓ Participate effectively in discussions of literature, the issues it raises, and scholarship related to it
- ✓ Demonstrate an increased understanding and appreciation for varied social, cultural, intellectual, and aesthetic ideas and methods
- ✓ Better understand academic scholarship and its conventions, and better utilize concepts and terminology drawn from it
- ✓ Produce effective written critiques of literature and the issues it raises
- ✓ Use improved research skills to find useful scholarly materials, and properly

apply the principles of documentation

- ✓ Apply concepts and terminology from other fields of research to the study of literature, and vice versa

Technical Requirements

If you haven't already taken the [D2L Student Orientation](#), be sure to do so.

If you don't have Word and PowerPoint yet, EIU students can [download them here for free](#), as part of Microsoft Office 365. **You must submit your graded writing in Microsoft Word format.** D2L cannot open papers submitted with Apple's program, Pages, and your submission cannot be a PDF nor a link to an online version.

For technical support with D2L and other computer issues, [various forms of EIU support are available here](#).

Grades, Assignments & Due Dates

All grades are on a 100-point scale (90-100 = A, 80-89 += B, etc.), and your final grade will work in the following way.

- 30% Class Participation
- 30% Average of Response Papers
- 10% Final Project Proposal
- 30% Final Project

To a limited extent, you can work at your own pace. However, given the possibility at any point that software and internet connections may be down or working slowly, I *strongly* recommend against completing assignments right before deadlines.

Response Papers and the Final Project must be submitted in Word format, double-spaced with 12-point Times New Roman font, and in MLA Style. Unlike the final project, Response Papers WILL NOT require a Works Cited page. If you have questions about MLA formatting, you should consult [Purdue's Online Writing Lab \(OWL\)](#).

Note that **Class Participation** includes not only the writing of your own Forum posts, but also the reading of significant numbers of posts by classmates, the reading of my comments on your graded papers, and the complete viewing of each of my recorded presentations and our other videos (remember, I have background ways of seeing whether you regularly do each of these activities).

Late assignments will be penalized fifteen points for each day they are late, beginning one hour after 11:59 pm, the time by which all assignments are due. **I will not grade late assignments that are not accompanied by the following two emails**—if you need to submit an assignment late, write an email to me explaining why; be aware that I may require documentation. Next, when you submit a late assignment to a Dropbox, **email me again** indicating that you have done so.

Avoid waiting until the last minute: Given the possibility at any point that software and internet connections may be down or working slowly, I strongly recommend against waiting until just before deadlines to complete assignments. Also, you will see that some assignment deadlines land on a Saturday. While I do not mean to encourage you to work on Saturdays, I do recognize that during our compressed, half-semester course, some of you will appreciate having until the end of a Saturday to complete some of our assignments.

Back it up: You will need to save duplicates of your assignments with a USB Drive or online storage account, such as Dropbox or Google Drive. “My computer crashed” is not an acceptable excuse. Remember—always back up your work!

A Note About Reading

Since one skill you will be further developing in this course is the art of textual analysis, you must give our readings and viewings more than a quick skimming over. Instead of wolfing them down and rushing to complete them, set aside enough time on a regular basis to read carefully. Consider taking notes as you read, and then decide for yourself what each author is trying to describe and bring to light.

In this online course, because we will not meet regularly in a classroom, you are also more responsible for pacing yourself as you read, by establishing your own schedule so that you complete reading (and other) assignments on time. That’s especially true in a compressed, half-semester-long course like this one.

Academic Integrity

Academic integrity is a core principle at EIU, and it is vital that all students uphold this principle. We will work under EIU’s Academic Integrity policy, which means that plagiarism and cheating are not tolerated, and the consequences are severe.

By submitting assignments in this class, you pledge that they are your own work. I will check written work with D2L’s version of Turnitin, which includes tools for detection of plagiarism and AI-generated writing. I may use this information, along with other evidence, if concerns arise with academic misconduct. In this course, using an AI program to produce any writing assignments violates academic integrity.

You should be aware that AI tools generate content from previous queries and sources, including published material; thus, for the purposes of our course, submitting work they generate constitutes plagiarism, in part because **the tools themselves plagiarize**. Additionally, keep in mind that the content generated by these tools is often inaccurate or incomplete.

Any assignment that is found to have been plagiarized or to have used AI tools may receive a zero and/or be reported for academic dishonesty. For any concerns you might have in this area, see EIU's [Code of Conduct](#). If you have questions about whether any method you want to use might violate this code, be sure to ask me about it.

General Grading Rubric

We will assess a sample student essay along with the rubric specifically used for grading English course assignments. More generally, your assignments in this course will be graded in the following terms:

- ✓ **A grade of A** indicates work that is truly outstanding in every way. In addition to completely and promptly following the guidelines for the assignment, work that receives an A grade provides a depth of analysis that adds substantive insight to the conversation surrounding its topic. This level of work engages deeply with the themes, issues and ideas involved in a particular text and often links those themes, issues and ideas to the larger ones that arise in our course. A-level work is rare, and it should be noted that merely writing MORE than what was assigned does not in itself merit a grade of A.
- ✓ **A grade of B** indicates that, in addition to completing the assignment on time and completely, you have provided a depth of insight and analysis that shows deep thought about the assignment and its implications, active engagement with the topic at hand, and careful thought about it, all expressed in clear, cogent and insightful writing. In other words, B-level work does more than simply completing the assignment; it engages deeply with the assignment.
- ✓ **A grade of C** indicates that you have completed the assignment as required in an adequate, satisfactory and punctual manner. All necessary components of the assignment are present and completed according to what was required. The writing is clear and grammatically correct. In other words, merely doing the assignment adequately and on time merits a grade of C.
- ✓ **A grade of D** indicates that the work does not meet the requirements of the assignment in some major ways. In other words, work might be given a D if it does not engage adequately with the assigned topics and issues. Note that a grade of D may be given to work that partially completes the assignment, but is incomplete.

- ✓ **A grade of F** indicates that the assignment is either extremely incomplete or that it does nothing to engage with the assigned topic.

For Students in Need of Accommodation

If you have a documented disability and wish to receive academic accommodations, please contact the [Office of Accessibility and Accommodations](#) (581-6583) as soon as possible. Also, of course, let me know what I can do to help accommodate your needs.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives will be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. I have also worked to present materials and activities that are respectful of diversity, in terms of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

I encourage and would appreciate any suggestions you might have—please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our coursework conflicts with your religious events, please let me know so that we can make arrangements for you.

Also, all people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. I will do my best to address and refer to all students accordingly and to support all of you in doing so as well.

Student Well-being

EIU is committed to supporting and advancing the mental health and well-being of our students. Students may experience stressors that can impact both their academic experience and their personal mental health and well-being. These can include academic pressure, challenges associated with relationships, anxiety, depression, alcohol or other drugs, identities, and finances.

If you are experiencing such concerns, seeking help is a courageous thing to do, for yourself and for those who care about you. Here is a list of available campus resources to assist with student well-being:

- ✓ [EIU Counseling Clinic](#): Human Services Building, 1st floor; 217-581-3413; for after-hours urgent support, call 1-866-567-2400. The Counseling Clinic offers individual and group counseling, emergency services, and resources.
- ✓ [Online Mental Health Screening](#): online, private screening tool for depression, anxiety, eating disorders, and alcohol and substance misuse.
- ✓ [EIU Health Clinic](#): Human Services Building, 1st floor; 217-581-3013. The Health Clinic services include lab work, pharmacy, and women's health and men's health programs.
- ✓ [Health Education Resource Center \(HERC\)](#): 2201 Blair Hall; 217-581-7786. The HERC offers health programming in the areas of alcohol, tobacco and other drug prevention and education, flu and cold prevention and education, nutritional analysis and education, and sexual health education, in addition to other health-related topics.
- ✓ [Center for Gender and Sexual Diversity \(GSD\)](#): Stevenson Hall, lower level; 217-581-7117. The GSD Center provides services such as the Trans*formation Station, a large library full of books and movies, year-round programming, and a comprehensive Safe Zone Training program.
- ✓ [EIU Campus Food Pantry](#): 1347 McAfee. The EIU Campus Food Pantry is a means to support students and the campus community by alleviating barriers to consistent, adequate, and healthful food. Anyone with a Panther Card can visit the pantry two times per month.
- ✓ [Student Legal Service](#): MLK Jr University Union Room 2420; 217-581-6054. Student Legal Service can assist with off-campus housing issues, traffic violations, misdemeanor criminal offenses, municipal ordinance violations, and expungement.
- ✓ [Financial Aid and Scholarships](#): Student Services Building East Wing; 217-581-6405, Fax: 217-581-6422, finaid@eiu.edu. The Office of Financial Aid and Scholarships provides information and guidance to secure the necessary financial resources to meet educational goals and financial obligations to the university.

Sexual Harassment and Misconduct

Instances of sexual harassment and misconduct can occur in online courses. Eastern Illinois University prohibits relationship violence, stalking, sexual assault, sexual harassment, and other forms of sexual misconduct in any of its educational programs and activities (see <https://www.eiu.edu/mandatedinformation/assault.php>).

It is the responsibility of faculty to report potential instances of sexual harassment. Students are encouraged to inform their instructors of any such concerns, and for their

own needs, to contact the confidential advisor, located in the Counseling Clinic, who can provide support and advocacy, and explore options.

Students who need to file a complaint have multiple options:

- ✓ The University Police Department (UPD) Phone: (217) 581-3212 (911 if an emergency). UPD office is open daily until 4:30 p.m.; officers are on duty 24 hours.
- ✓ The Office of Civil Rights and Diversity -Title IX Coordinator 1011 Old Main Phone: 581-5020 Hours: Open M-F from 8 a.m. to 4:30 p.m., and by appointment.
- ✓ The Office of Student Accountability and Support: University Union –Lower Level Phone: 581-3827 Hours: Open M-F from 8 a.m. to 4:30 p.m.
- ✓ SACIS (Sexual Assault Counseling and Information Services) is our community sexual assault services provider. Webpage: <https://www.sacis.org/> Phone hotline: 1-888-345-2846; office phone (217) 348-5033.
- ✓ Charleston City Police (for incidents occurring off campus): 614 6th Street Phone: [\(217\) 348-5221](tel:2173485221) (911 if an emergency).

EIU's Interpersonal Violence Awareness Team's website has more helpful resources and information: <https://www.eiu.edu/sexualassaultresources/>. EIU has an incident reporting form here:

https://cm.maxient.com/reportingform.php?EasternIllinoisUniv&layout_id=5

About Our Discussion Forums

Since we will not meet in real time as a group, our Discussion Forums will be an extremely important way for us to discuss our course materials together. Notice above that class participation is a large part of your final grade; below is a rubric that I will use for grading your participation. I will not assign a grade to each of your posts, but I will be closely watching our Discussion Forums, and participating in them.

Be aware that just as listening to others in an in-person classroom is important, so too is reading posts by other students. D2L allows me to see how often you do so, just as it allows me to see whether you watch the Recorded Presentations. Note that before posting, you should hit the "Subscribe" button, so you receive alerts when others reply to yours. I can also tell when a student hastily dips in and out of Forums, merely dropping in their own posts and merely doing the minimal number of required replies to others. On the other hand, don't write overly long posts. Do write enough to get your well-supported points across, but be aware that writing a *lot* will mean that your post will largely go unread.

Discussion Forum Grading Rubric

Criteria	Grade: A	B	C	D
<i>Response to Prompt</i>	Brought new, well-supported understanding to discussion of the prompt's topic	Good response but could have been more clearly connected to prompt	Attempted adequate response but may have missed main idea or wandered too far from topic	Post(s) not made at all, or not at all connected to topic
<i>Replies to others (when required)</i>	Clear, direct and detailed engagement with other students; specific references to others' ideas; reads most posts by others	Engaged with other students but could have been more specific or original	Engagement with other students minimal, very brief, or vague; reads very few posts by others beyond those replied to	Missing or extremely weak replies; doesn't read posts by others
<i>Language</i>	Proper use of clear, mostly error-free language; appropriately professional communication	Language could have been clearer or more polished at some points	Communication is weak, unclear, or highly inappropriate in an academic setting	Breaking of basic rules of appropriate communication in an academic environment OR post was not made
<i>Evidence</i>	Clear connections made to specific course issues and topics, with solid supporting evidence	Some good evidence, but lacking in examples and specificity	Little supporting evidence presented	Misunderstood nature of evidence or lacked evidence entirely
<i>Timeliness</i>	Post and any required replies met deadlines	One deadline or one component may have been missed	Deadlines were missed or did not include all requirements	Post(s) extremely late (if missed entirely: F)

MASTER LIST – ENG 5010

Activities, Assignments and Due Dates

Fall, 2023

*For those who would like to look ahead, this is an abbreviated list of all our assignments and deadlines. Our course will be divided into four biweekly Modules in D2L, each of which will provide a full description of activities and **graded assignments**; the latter **appear in bold print**. Unless otherwise noted, the deadline on any given day is 11:59 pm. Let me know if anything seems confusing here!*

Note that T means Tuesday and R means Thursday. Note also that the following dates and assignments are subject to change, and I will announce any changes well in advance. You will notice that some deadlines are on a Saturday; I don't mean to encourage you to do our coursework during weekends, but I also know that those of you with extremely busy lives might appreciate a weekend due date at times.

Module 1 (8/21 – 9/2)

M 8/21 Watch an introductory video on Dr. Engles and some of our course themes

T 8/22 and R 8/24 Participate in an introductory Discussion Forum

T 8/22 Watch *The Smell of Burning Ants*

W 8/23 Read three chapters in *The Truth About Boys and Girls*

R 8/24 Read Ferry's "Writing Men" (article excerpt)

R 8/24 and S 8/26 Discussion Forum on Gender and Masculinity

F 8/25 Begin reading Kobabe's memoir *Gender Queer*

M 8/28 Watch Maia Kobabe interview

T 8/29 Finish reading *Gender Queer*

W 8/30 Read Rider, et al's article on "Creating Gender"

W 8/30 and S 9/2 Discussion Forum on *Gender Queer*

S 9/2 Response Paper 1 due by midnight

Module 2 (9/4 – 9/15)

M 9/4 Labor Day

T 9/5 Watch presentation on Richard Wright

W 9/6 Finish reading Wright's *Savage Holiday*

R 9/7 Read Dubek's article on *Savage Holiday*

R 9/7 and S 9/9 Discussion Forum on *Savage Holiday*

M 9/11 Watch and read background materials for *M. Butterfly*

All week, due by Friday: Q & A Discussion Forum on *M. Butterfly*

T 9/12 Finish reading Hwang's play *M. Butterfly*

W 9/13 Watch and read background materials for *Shortcomings*

R 9/14 Finish reading Tomine's *Shortcomings*

F 9/15 and S 9/16 Discussion Forum on *Shortcomings*

Module 3 (9/18 – 9/30)

M 9/18 Response Paper 2 due by midnight; read Final Project Guidelines; begin reading Myer's *Monster*

T 9/19 Watch presentation on *Monster*

W 9/20 Finish reading *Monster*

R 9/21 Read Engles and Kory's article on *Monster*

R 9/21 and S 9/23 Discussion Forum on *Monster*

M 9/25 Begin reading Waldman's *Nathaniel P.*

T 9/26 Watch and read background materials for *Nathaniel P.*

R 9/28 Read *Nathaniel P.* to page 150

R 9/28 and S 9/30 Discussion Forum 1 on *Nathaniel P.*

Module 4 (10/2 – 10/11)

M 10/2 Response Paper 3 due by midnight; read sample essay and grading rubric;
watch presentation on grading

T 10/3 Discussion Forum on essay grading; **Final Project Proposal due by midnight**

W 10/4 Read sections of Withers' article on white men and beer

R 10/5 Finish *Nathaniel P.*

R 10/5 and S 10/7 Discussion Forum 2 on *Nathaniel P.*

W 10/11 **Final Project due**