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ENG 5010-001: Radical Literature of the 60's

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ENG 5010: Radical Literature of the 60's
Prof. Guzowski, SPRING 02

OFFICE: Coleman 3781 (320)
Phone: 581-6973
Email: zguzowski@eiu.edu
Hours: T 1100-1230am & 200-500pm, W 900am-300pm, Th 9-1200, and by appointment

SPECIAL NEEDS: Students with special needs who require academic accommodations should contact Disabilities Services (581-6583).

COURSE DESCRIPTION AND OBJECTIVES: Literary critics have recently focused new attention on the 1960's, seeing them as one of the most creative literary decades of the Twentieth Century. Much of the creative energy of this period derives from the radical nature of its literature. It is literature whose intention is to attack, subvert, and undermine our sense of what reality and society and literature are. This course will examine various 60's radicals and the social, historical, psychological, and cultural conditions which in part gave rise to these radicals.

We will also discuss the various directions their various radicalisms take: Beat, modernist, black, postmodernist, feminist, existentialist, and gay.

COURSE REQUIREMENTS:

Reading of Assigned Texts
Paper 100 pts
Summary-Analysis Papers 100 pts
Mid Term 100 pts
Final Exam 100 pts

GRADES: A=360-400 pts, B=320-359 pts, C=280-319 pts, D=240-279 pts, F= 0-239 pts

READING: This is a heavy reading class. We're going to read a lot of works, and a number of them will be difficult, but the reading is not impossible. I expect you to keep up. If I come to feel that students are not doing the assigned reading, I will start giving reading quizzes on the material. The grades for these will be factored into the final grade.

PAPER: You'll write one paper, at least 3000 words long. This paper must be argumentative (proving some significant point) and must be critical (showing an awareness of the critical context the works you are discussing exist in). This final paper should be of professional quality, and although I do not require a publishable paper, I expect one that is at least submittable to a professional journal such as CRITIQUE or MODERN FICTION STUDIES. The papers will be graded on both form and content. Highest grades will go to papers that are most insightfully, thoughtfully, energetically and gracefully written. The papers should be typed and adhere to the MLA format.

The paper is due during the last class. A late paper will be dropped a letter grade for each calendar day it is late. More information regarding every aspect of this assignment later in the semester.

EXAMS: They will be comprehensive and will contain objective and subjective components. You will be asked to identify and explain quotations from the works we will be reading and answer essay questions about them.

SUMMARY-ANALYSIS RESPONSES: Ten times during the course of the semester, each student will find a critical article or critical chapter on the work under discussion. These critical articles or chapters must be substantive, i.e., no book reviews from the New York Times or summaries of articles from such sources as Contemporary Literary Criticism. Rather, I want you to find a substantive article from some journal such as Modern Fiction Studies or Critique: Studies in Contemporary Fiction, or a chapter from some book like John
Tytell's Naked Angels (a book on the Beats) or Linda Hutcheon's Politics of Postmodernism or Rodriques's Quest for the Human: An exploration of Saul Bellow's Fiction.

What I want you to do then is write up a summary of the article or chapter and then an analysis of it. Here's the format: First, an MLA-style bibliographical entry for the piece; second, a 100-word, double-spaced, typed summary of the piece; and third, a 100-word analysis of the piece, answering such questions as: do you agree with the reading of the work, does the interpretation make sense, what works in the article, what doesn't work. You will bring copies of these responses to distribute in class, and you will talk about the article you wrote about.

Late responses will not be accepted. Summary-Analysis Responses can be revised for a better grade unless they are late. Only one Response per week.

PLAGIARISM: Note the English Dept's statement: "Any teacher who discovers an act of plagiarism--'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dict.)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course." I am a teacher who takes this seriously. Any act of plagiarism will result in an F for the class, and I will notify the Judicial Board about the plagiarism.

Syllabus:

Introduction: the 50's and the 60's

Beats and the 50's
Kerouac, Jack, On the Road (1956)

Late Modernists/Existentialists
Updike, John, Rabbit, Run (1960)
Bellow, Saul, Herzog (1964)

Black Radicals
Baldwin, James, Another Country (1962)
Baraka, Amiri, Dutchman (1964) in the Norton Anthology
Morrison, Toni, Bluest Eye (1970)

MID-TERM EXAM

Feminist Radicals
Plath, Rich, Sexton, and Bishop, Poems from the Norton Anthology
Oates, Joyce Carol, Them (1969)
Morrison, Toni, Bluest Eye (1970)
Atwood, Margaret, Surfacing (1972)

Postmodernists
Pynchon, Thomas, V. (1963)
Mailer, Norman, Armies of the Night (1968)
Coover, Robert, Pricksongs and Descants (1969)
Vonnegut, Kurt, Slaughterhouse Five (1969)

PAPER DUE

FINAL EXAM