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ENG 3703-002

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English 3703: 20th-century American Literature
Carpenter (CH 328; ph. Ext. 6122)

Jan.

8: Introduction
10: Gilman’s “The Yellow Wallpaper”

15: Chopin’s The Awakening
17: The Awakening

22: Cather’s My Antonia, as well as Stafford’s “Judgements,” “One Home,” and “The Farm on the Great Plains.”

29: My Antonia

Feb.

5: Fitzgerald’s The Great Gatsby

12: No Class
14: Hemingway’s The Sun Also Rises

19: The Sun Also Rises
21: Faulkner’s The Sound and the Fury

28: O’Neill’s Long Day’s Journey into Night

March

4: Long Day’s Journey into Night, as well as Williams’ “The Ivy Crown”
6: Stevens’ “The Idea of Order at Key West” and “Anecdote of the Jar”

10-14: Spring Recess

20: Streetcar Named Desire

25: Miller’s Death of a Salesman
27: Death of a Salesman

April

1 & 3: Howell’s “Editha” and Wright’s “A Five Dollar Fight”

8&10: Faulkner’s “Barn Burning” and O’Connor’s “Good Country People.”

22&24: Ellison's "Invisible Man" and catch-up/review

Date and time of final exam will be announced.

We are going to read a lot of literature in this course, as you can see by the assignments listed on this and the preceding page, and I expect each student to read every novel, play, poem and short story assigned--and to be prepared to discuss each one in class--by the date a given work is scheduled for discussion (e.g., by 14 February each student will be expected to have read for class discussion Hemingway's The Sun Also Rises).

(Please note that titles of short stories, like those of poems, are placed within quotation marks; titles of novels and plays are underlined.) While we'll begin the semester by studying novels (with one exception), move next to plays and then to short stories, we will be reading and discussing poems throughout the semester.

Each student will be required to write two (2) essays (3-5 pages, typed and double-spaced), one midterm-exam essay and a final-exam essay. I will not accept any late essays, and students' essays are to be their own work.

I don't like absences—my own or my students'—and this partially explains why I will lower a student's grade for the semester by one letter if he/she has more than three unexcused absences from this class; and if a student has more than four unexcused absences I will fail that student for the semester.

With all the above cautionary words said, then, what needs saying is that the success of this course depends upon how disciplined each of us is, how generously and thoughtfully verbal in class discussions each of us is, and how open to learning about our nation and our selves—from American literature and each other—each of us is.