Spring 1-15-1997

ENG 4300-001

Linda Coleman
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring1997

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_spring1997/128

This Article is brought to you for free and open access by the 1997 at The Keep. It has been accepted for inclusion in Spring 1997 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
"American Dreams"

How have we Americans used our literature to define, challenge, celebrate, and demand our competing versions of the American Dream? What part has the very concept of A Dream played in our various cultural identities, across our differences of time, space, class, race, and gender? What has been the relationship between the ideal and real as we've considered the "good life," the "just life," the "ethical life"? Has the Dream helped to define and/or to determine our individual experience of work, family, play, sexuality, justice? What happens to the relationship between our sense of the good of the community as opposed to the good of the individual because of the presence of our many versions of the Dream? Using fiction and films created by twentieth-century Americans, we will attempt to find meaningful answers to these questions--and, no doubt, we will create new questions and challenges in the process.

Required Texts
- Fitzgerald, *The Great Gatsby*
- Ellison, *Invisible Man*
- Silko, *Ceremony*
- Cather, *O Pioneers!*
- Walker, *The Color Purple*
- Butler, *A Good Scent From a Strange Mountain*
- Smiley, *A Thousand Acres*

Grades:
- Short writes=15%
- Three Short Essays/Library Projects (2-3 typed pages)=10% each
- Final (Cumulative)=20%
- Researched Essay=25% (8-10 typed pages; topic and a bibliography of 3-5 secondary sources due 3/31; essay due 4/25)
- Class Participation and Attendance=10%

Attendance:
We will only succeed if you are prepared for and take part in class discussions. Please be in contact with me if you find it necessary to miss class. More than three unexcused absences will lower your class participation grade to an F. As outlined in the student catalogue, I will consider an absence excused only for "reasons of illness, emergency, or university activity."
Writing Guidelines:
Each essay should be typed, use MLA style internal citations and include a "Works Cited" page. If you have any questions about this format, please see me or visit the Writing Center. In addition, please turn in all essays on the assigned dates. Unless we have made other arrangements, a late essay will be graded down a half letter grade per class hour it is late. Finally, be sure you are familiar with the English Department and University policies on plagiarism.

Disability Policy:
If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.
FIRST SHORT WRITE

For Wednesday (1/15), please write your reactions to the two following prompts:

1) I would define the American Dream as __________. (Consider your own definition, as well as the definition/s among your family and peers, and definitions you've gathered from current popular culture--TV, radio, the press.)

2) Past definitions of the American Dream have focused on __________. (Consider familiar American works of literature--high and low culture--films, art, whatever).

These need not be formal essays (i.e., don't worry about editing or polishing), but try for all the detail and analysis you can gather, aiming for about 1-2 typed pages per prompt.
Week 1
M 1/13--Introductions
W 1/15--Discussion of short writes on "The Dream"
F 1/17--"What is the New Historicism" (handout); Discuss Short Papers

Week 2
M 1/20--No Classes
W 1/22--The American Reader (handouts)
F 1/24--Continue with Wednesday's discussion; Maya Angelou's "On the Pulse of Morning" (handout)

Week 3
M 1/27--The Great Gatsby (to p. 60)
W 1/29--Gatsby continued (finish reading novel)
F 1/31--Finish Gatsby; "Retraining Horatio Alger" (handout)

Week 4
M 2/3--Begin viewing Hester Street (film)
W 2/5--film continued; Paper # 1 due
F 2/7--Begin O Pioneers!

Week 5
M 2/10--O Pioneers! (finish reading the novel)
W 2/12--No Classes
F 2/14--O Pioneers! discussion completed

Week 6
M 2/17--Begin The Color Purple
W 2/19--The Color Purple continued; Paper #2 due
F 2/21--The Color Purple continued

Week 7
M 2/24--Finish The Color Purple
W 2/26--Begin Invisible Man
F 2/28--Invisible Man continued;

Week 8
M 3/3--Invisible Man continued; Paper #3 due
W 3/5--Invisible Man continued
F 3/7--Finish Invisible Man
(Paper #4 due 3/12)

TO BE CONTINUED
REVISED AND CONTINUED SYLLABUS  ENGLISH 4300

Week 7
M 2/24-- The Color Purple
W 2/26-- The Color Purple
F 2/28-- The Color Purple

Week 8
M 3/3-- The Color Purple; Invisible Man
W 3/5-- Invisible Man
F 3/7-- Invisible Man; Paper #3 due

Week 9
M 3/10-- Invisible Man
W 3/12-- Invisible Man
F 3/14-- Invisible Man

SPRING BREAK

Week 10
M 3/24-- Film; Paper #4 due
W 3/26-- Film
F 3/28-- Film

Week 11
M 3/31-- Discuss film
W 4/2-- Ceremony; Research Essay topic and bibliography due
F 4/4-- Ceremony

Week 12
M 4/7-- Ceremony
W 4/9-- A Good Scent from a Strange Mountain
F 4/11-- A Good Scent from a Strange Mountain

Week 13
M 4/14-- A Good Scent from a Strange Mountain
W 4/16-- A Thousand Acres
F 4/18-- A Thousand Acres

Week 14
M 4/21-- A Thousand Acres
W 4/23-- A Thousand Acres
F 4/25-- A Thousand Acres; Research Essay due

Week 15
M 4/28-- A Thousand Acres
W 4/30-- Research Paper presentations
F 5/2-- Review

FINAL EXAMINATION ON 5/5 FROM 10:15-12:15