

DEREE COLLEGE SYLLABUS FOR:		US credits 3/0/3				
EN 3323 (RE)WRITING AMERICA: FROM REALISM TO MODERNISM		UK LEVEL 5				
(Updated Fall 2022)		UK CREDITS: 15				
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing and Research					
CATALOG DESCRIPTION:	Development of contextual understanding of American literature and culture from the Realists to the Modernists, with emphasis on the “reversioning” or rewriting of American national and cultural identities by various authors.					
RATIONALE:	This course explores the literature of America from the mid-nineteenth century to the Modernist period. Working with concepts examined in EN 2222 <i>The Making of America: American Literature to 1865</i> (such as the myths on which America was and is founded), this course engages in a more in-depth treatment of the ways in which American identities have been (re)constructed during this period of dramatic change. Intellectual and cultural movements, including realism, naturalism, and modernism are examined in relation to their social and historical contexts.					
LEARNING OUTCOMES:	Upon successful completion of this course, the student should be able to: 1. Define literary movements in American literature from the late nineteenth to the mid-twentieth century; 2. Relate works studied to relevant social, political and cultural issues; 3. Critically engage with a variety of different constructions of ‘America’ emerging from the texts studied; 4. Engage in close readings of texts in order to determine the ways in which American identities have been articulated in texts reflective of different intellectual and cultural movements of the period.					
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures, class discussions, workshop-style pair work and group work during class meetings; • Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study; • Additional print and audiovisual educational material posted on the Blackboard course template; • Other relevant educational material placed on reserve in the library; • Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations; • Close collaboration with the Library and SASS to encourage students’ effective use of academic support 					
ASSESSMENT:	<table border="1"> <tr> <td> First Assessment: Portfolio of Critical Responses (2200-2700 words) Critical analysis of author(s) and work(s) developed through close reading and select secondary material; choice of topics offered. Students must use at least 5 critical sources in their essays. </td> <td style="text-align: center;">50%</td> </tr> <tr> <td> Second Assessment: Portfolio of Student Engagement </td> <td></td> </tr> </table>	First Assessment: Portfolio of Critical Responses (2200-2700 words) Critical analysis of author(s) and work(s) developed through close reading and select secondary material; choice of topics offered. Students must use at least 5 critical sources in their essays.	50%	Second Assessment: Portfolio of Student Engagement		
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INDICATIVE READING:	<p>REQUIRED READING: Baym, Nina, Ed. <i>The Norton Anthology of American Literature</i>, Volumes C and D. New York: Norton, latest edition. Fitzgerald, F. Scott. <i>The Great Gatsby</i>. London: Penguin, latest edition.</p> <p>RECOMMENDED READING: Christopher Beach. <i>The Cambridge Introduction to Modernist Poetry</i>, Cambridge UP, 2012. Martin Scofield. <i>The Cambridge Introduction to the American Short Story</i>, Cambridge UP, 2006.</p>						
INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	Supplementary material used to facilitate contextual understanding of the literary works (documentaries, films, music videos, etc.)						
COMMUNICATION REQUIREMENTS:	With the exception of the in-class examination, all written work must be word-processed on Word and adhere to MLA guidelines for manuscript format and documentation.						
SOFTWARE REQUIREMENTS:	Word, Blackboard						
WWW RESOURCES:	http://www.wwnorton.com/college/english/naal7/ http://www.wsu.edu/~campbelld/amlit/sites.htm						
INDICATIVE CONTENT:	<p>In addition to the primary texts studied during the semester, students will also read all introductory materials, including the general introductions and introductions to each assigned author. Readings include selections or complete texts.</p> <p>Through the close reading of texts, emphasis is placed on the ways in which master narratives construct ideological perspectives and identities. Through connections between texts and cultural context the canon is problematized so that students realize how literary traditions are created but also how they can be interrogated and deconstructed.</p> <p>Instructors will cover material from the following Units:</p>						

1. Literary Realism

Instructors should select at least one text by each of the following two authors:
Mark Twain, *Life on the Mississippi*, "The Notorious Jumping Frog," "Letters from the Earth"

Henry James, *Daisy Miller*, *The Turn of the Screw*, "The Beast in the Jungle"

Instructors should select at least one of the following texts:

Sarah Orne Jewett, "A White Heron"

Kate Chopin, *The Awakening*, "The Storm"

Mary Wilkins Freeman, "The Revolt of 'Mother'", "A New England Nun"

Willa Cather, "The Sculptor's Funeral"

Sherwood Anderson, from *Winesburg, Ohio*

2. Literary Naturalism

Instructors should select at least one of the following texts:

Stephen Crane, "The Open Boat," *Maggie*

Theodore Dreiser, "The Second Choice"

3. Post-World-War I: The Jazz Age

F. Scott Fitzgerald, *The Great Gatsby*

4. The Harlem Renaissance

Instructors should select at least one of the following texts:

Langston Hughes, "Harlem" "I, Too" "Freedom"

Countee Cullen, "Yet Do I Marvel" "Uncle Jim"

Zora Neale Hurston, "Sweat"

5. Modernism

Instructors should select at least one text by each of the following authors:

Robert Frost, "Mending Wall," "After Apple-Picking," "Birches," "Stopping By Woods," "Design," "Desert Places"

Ezra Pound, from "Hugh Selwyn Mauberley" "In a Station of the Metro"

H.D., "The Sea Rose," "Oread"

Wallace Stevens, "The Snow Man" "The Emperor of Ice Cream"

Instructors should select at least one text by each of the following authors

Ernest Hemingway, "Big Two-Hearted River I and II" "Soldier's Home"

William Faulkner, "A Rose for Emily" "Barn Burning"