AMERICAN LITERATURE FROM 1865 TO THE PRESENT
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Office: #5, English Department, Pedreira (basement)

ENGLISH 3252

3 CREDIT HOURS

PREREQUISITES: One of the following: 3103-3104 or 3011-3012
or level 5 on the English Department Placement Test or
Advanced Placement in English

COURSE DESCRIPTION: The course will follow the development of
American literature from Twain to Plath; it will focus on many of the major
writers of the period: Twain, Frost, Pound, W.C. Williams, Langston
Hughes, Roethke, Faulkner, Robert Lowell, Bishop, and Plath. Students
also will learn how to analyze and enjoy individual pieces of literature.

OBJECTIVES: This course will teach students how to:
-chart the development of American literature from 1865 to the present
-understand Romanticism
-fathom Modernism
-grasp the relationship between Romanticism and Modernism
-comprehend the political and social causes of these two great movements
-see the connection between Modernism in literature and other art forms
-analyze the literature of great American Modernists and their descendants
-study other movements like Imagism and the Harlem Renaissance
-identify modern styles and techniques like stream of consciousness
-enjoy reading great literature
-experience reading changes (potentially) through reading great works

TEXT: The Norton Anthology of American Literature 2
TEACHING STRATEGIES: Although the primary focus of this course is the teaching of critical skills so that students will be able to comprehend the development of American literature from 1865 to the present, it is also important for students to be able to apply what they learn to their lives. Therefore, comparisons will be made between the oppression of African Americans as seen in Huckleberry Finn and the oppression of African Puerto Ricans in the 19th century. Twain wants us to understand Huck’s prejudice—not only against Jim but also against himself and his class, so I will encourage applying Twain’s insight to ourselves and our own prejudices. The social and political implications of this in the 20th century will become clear when discussing Langston Hughes’ “Harlem.”

Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el(la) profesor(a) al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos para las Personas con Impedimento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el(la) profesor(a).

METHODS OF EVALUATION:
Three exams: 90%
Attendance: 5%
(Each absence will reduce your attendance grade by 6%; two latenesses will count as one absence. Four or more absences will affect your grade adversely; if you miss eight or more classes you risk failing the course.)
Class participation: 5%

Evaluación diferenciada para estudiantes con necesidades especiales.
COURSE OUTLINE:

1/23  Introduction
1/26  Twain
2/2   Twain
2/9   Twain
2/13  Frost
2/20  Frost
2/23  EXAM
2/27  Pound
3/1   Pound
3/8   Eliot
3/15  W.C. Williams
3/26  Hughes & Roethke
3/29  EXAM
4/2, 4/12 Faulkner
4/23, 4/26 Faulkner
4/30  Robert Lowell
5/3   Bishop
5/7   Plath
5/10  EXAM