

LIT 3327: Mid-Twentieth Century American Literature
First 5-Week Summer Session 2016

Course Information

LIT 3327.051
JO 4.102 MW 8:30 AM – 12:45 PM

Professor Contact Information

Dr. Ingrao
Office: JO 5.306
Office Hours: T 2:30 PM – 4:30 PM, W 1:30 PM – 3:30 PM,
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Course Pre-requisites, Co-requisites, and/or Other Restrictions

HUMA 1301 or equivalent.

Course Description

LIT 3327 (3 semester hours) surveys American literature from about 1945 to about 1980. The course examines literary trends by sampling such writers as the Beats, the confessional poets, Pynchon, Capote, and Morrison, and considers such topics as metafiction, feminism, the black arts movement, and the new journalism.

Student Learning Objectives/Outcomes

This course seeks to offer students the potential to: 1) Sample literary trends and movements in American literature from about 1945 to about 1980 as expressions of particular ideological viewpoints; 2) Sample key American writers from about 1945 to about 1980; 3) Read texts assigned in the course as responses both to other assigned texts and the time of their production.

Required Textbooks and Materials

Textbooks are available at the UTD Bookstore, Off Campus Books, and commercially. Use only the following editions:

Arthur Miller, *Death of a Salesman* (Penguin)
Truman Capote, *In Cold Blood* (Vintage)
Toni Morrison, *The Bluest Eye* (Vintage)
Hunter S. Thompson, *Fear and Loathing in Las Vegas* (Vintage)
Barry Hannah, *Ray* (Grove)

Additional readings, such as Ginsberg's "Howl," will be available through e-reserve. This course will also incorporate a great deal of media such as interviews, documentaries, and cinematic adaptations of texts; for example, interviews with Truman Capote, as well as the films *Infamous* and *Capote*, both based upon events influencing the author's composition of *In Cold Blood*.

How to Access E-Reserve Materials

Many of the readings for this course will be accessed through e-reserve. These readings are marked as e-reserve on the syllabus. A syllabus is also available as a Word document through e-reserve should a printed copy be misplaced. To access e-reserve:

1. Go to the following URL:

<http://utdallas.docutek.com/eres/coursepass.aspx?cid=2018>

2. Next, you will be asked for a password. The password is "readings." After you enter the password, click "Accept."

A list of e-reserve materials should appear. Click on the needed reading for a PDF version.

Please contact the instructor at jingrao@utdallas.edu if you experience problems opening materials placed on e-reserve.

Assignments & Academic Calendar

May 23:

- Introduction: Discuss syllabus, exams, and presentations of research
- Conformity and a National Literature
- Introduction to *Death of a Salesman*
- Sign up for groups and begin research for presentations
- Begin reading *In Cold Blood*

May 25:

- Discuss *Death of a Salesman*, pages 1-112
- Film: excerpts from *Death of a Salesman*
- The Beats
- Ginsberg, "Howl" (e-reserve)
- Review presentations of research

May 30:

- **NO CLASS: MEMORIAL DAY**

June 1:

- **1. Presentation of research: excerpt from Carson's *Silent Spring* and Snyder's "Smokey the Bear Sutra"** (e-reserve)
- Confessional Poetry and Feminism
- Lowell, "Memories of West Street and Lepke" (e-reserve)
- **3. Presentation of research: Plath's "Daddy" and "Lady Lazarus"** (e-reserve)
- Friedan, excerpt from *The Feminine Mystique* (e-reserve)
- Deconstruction and Metafiction
- Barthelme, "The Balloon" (e-reserve)
- Review for first exam

June 6:

- The New Journalism
- Discuss *In Cold Blood*, pages 3-179
- Films: excerpts from *Capote* and *Infamous*
- **First exam**

June 8:

- Discuss *In Cold Blood*, pages 180-343
- Walker, "The Civil Rights Movement: What Good was It?" (e-reserve)
- The Black Arts Movement
- Malcolm X, "The Ballot or the Bullet" (e-reserve)
- **4. Presentation of research: Baraka's "An Agony. As Now," Brooks's "To the Diaspora," and Lorde's "Black Mother Woman"** (e-reserve)

June 13:

- **5. Presentation of research: Baldwin's "Going to Meet the Man"** (e-reserve)
- **6. Presentation of research: Hayden's "Middle Passage"** (e-reserve)
- Walker, "Everyday Use" (e-reserve)
- Discuss *The Bluest Eye*, pages 3-93

June 15:

- Discuss *The Bluest Eye*, pages 97-206
- America in Vietnam and the Reevaluation of the Past
- Sontag, "What's Happening in America (1966)" (e-reserve)
- Film: excerpts from *Woodstock*
- Film: excerpts from *Gonzo: The Life and Work of Dr. Hunter S. Thompson*
- Discuss *Fear and Loathing*, pages 3-96

June 20:

- Discuss *Fear and Loathing*, pages 99-204
- Film: excerpts from *Fear and Loathing in Las Vegas*
- Charters, "How to Maintain a Peaceful Demonstration" (e-reserve)
- **7. Presentation of research: Mailer's excerpt from *The Armies of the Night*: "A Confrontation by the River"** (e-reserve)
- **8. Presentation of research: O'Brien's "The Man I Killed"** (e-reserve)
- Review for second exam

June 22:

- *Ray*, pages 3-113
- **Final exam essay prompt assigned**
- **Second exam**
- Discuss MLA
- Answer questions concerning final exam prompt

June 27:

- **Final exam due between 11:00 AM and 12:00 PM in JO 5.306**

Grading Policy

Semester grades will be calculated in accordance with the following percentages:

First exam	15%
Presentation of research	20%
Attendance	20%
Final exam	20%
Second exam	25%

Letter grades correspond to the following numerical values in calculating a student's semester grade:

A+	4.00	C+	2.33	F	0.00
A	4.00	C	2.00		
A-	3.67	C-	1.67		
B+	3.33	D+	1.33		
B	3.00	D	1.00		
B-	2.67	D-	0.67		

Course & Instructor Policies

In addition to regular attendance, this course requires four major assignments that will be used in determining a semester grade:

1. Presentation of research—Student groups will research secondary sources concerning assigned material and make a ten to fifteen minute presentation of their findings. The majority of groups will consist of three students.

In addition to the presentation of research, students will need to submit the following on the day that their group presents:

A. Bibliography—On the day that a group presents, **each group** should submit a typed, double-spaced bibliography. Where groups select assigned material concerning more than one work by a single author or works by more than one author, students should plan to research at least one secondary source per author and/or work. **Six total secondary sources should be used by the group as a whole.**

Books and articles in online databases, such as *JSTOR* and *Academic Search Complete*, constitute acceptable secondary sources. Do not use sources from a general Internet search or Wikipedia. The one exception to this would be an online version of a printed critical source.

See the sample bibliography at the conclusion of the syllabus.

B. Discussion questions—On the day that a group presents, **each group** should submit **three questions** based on their research for class discussion about the assigned material. Questions should be typed and double-spaced.

C. Consideration of research—On the day that a group presents, **each group member** should submit a typed, double-spaced, one-page statement concerning how the group's research informed the questions developed by the group for class discussion.

D. Evaluation—To encourage participation, **each group member** should submit a typed, double-spaced, one-page evaluation of his or her group members on the day of the presentation. This evaluation should assess the contribution of members to the group. Please be specific concerning the role and participation of each group member.

If a majority of peer evaluations within a particular group note a lack of participation in preparation for the project, a student's presentation grade has the potential to be penalized. For example, a group receives an A on the assignment but evaluations note a lack of participation from a particular group member. The grade for this group member has the potential to drop to a B.

Failure to submit an evaluation on time (at the beginning of the class period on the date that the student has been scheduled to present with his or her classmates) will also result in a deduction from the student's presentation grade. For example, a student receives a B on the presentation but fails to turn in an evaluation at the beginning of class. The grade will drop to a C.

Presentations of research represent a completion grade. As long as groups present their research intelligently and in an organized manner, submit questions for class discussion, participate in said discussion, and turn in their bibliographies, statements of consideration of research, and evaluations, all members of the group will have met the requirements of the assignment for an A.

Tips for group presentations:

- Share the work.
- Not all group members need to speak during the presentation of research, but all should plan to contribute during discussion of the group's questions.
- Practice and time the group prior to the assigned presentation date.
- Speak slowly, clearly, and with confidence.
- Be prepared to answer potential questions about your research.
- Groups presenting a poet might find the following website to be an excellent resource:

<http://www.english.illinois.edu/maps/>

Note that this website should be used as a “stepping stone” to discovering secondary sources rather than as a secondary source in itself.

Presentations cannot be made up. Failure on behalf of a student to be present on the day that he or she has been scheduled to present will result in a F for the assignment. Please plan ahead.

2. First exam (not comprehensive)—Consists of a series of short answer questions. Students will need to provide a bluebook for the exam, and will have seventy-five minutes to work in class. An exam review guide will be provided on June 1st.

3. Second exam (not comprehensive)—Consists of a series of short answer questions. Students will need to provide a bluebook for the exam, and will have seventy-five minutes to work in class. An exam review guide will be provided on June 15th.
4. Final exam (comprehensive)—A take-home, formal essay question. Response to the question requires argument/thesis, organization, effective incorporation of primary sources considered in class, correct grammar, and correct MLA documentation and format. An assignment sheet will be distributed on June 22nd.

Be sure to note all due dates on the daily academic calendar. The instructor reserves the right to refuse make-up assignments or exams without a valid excuse. Inform the instructor—in advance if possible—if a valid reason for being absent exists, and be prepared to document all legitimate excuses. Legitimate excuses for missing class include only the following:

- 1) Religiously observant students wishing to be absent on holidays that require missing class should notify their instructor in writing during the first week of the semester and should discuss with him, in advance, acceptable ways of making up any work missed because of the absence.
- 2) Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor for making up the work **prior to any missed assignment**. Students who travel in association with a University athletic function will usually be required to complete any work prior to travel.
- 3) A documented illness. Documentation should include physician contact information, and clearly state the date missed and that the student could not attend class. Non-documented illness will not constitute a valid excuse for missing class.

Vacation plans, travel plans, work-related absences, and so on do not constitute excused absences under this policy.

Students seeking to make up an exam must first present documentation of a valid excuse before the make-up exam can be scheduled. Students will have one week (seven days; this does include weekends) from the original exam date to take the make-up exam. Students should be aware that the make-up exam has the potential to differ from the in-class exam in content. Though the format of the exam will be the same, students seeking to make up the first exam, for example, might well expect to be asked different short answer questions than those presented on the in-class exam.

Due to the fast pace of this course and the amount of material that will be covered during each class period, a student will be allowed one unexcused absence for the five weeks. Any further unexcused absences will result in a lowered attendance grade for the semester. For example: a student with three unexcused absences would receive an attendance grade of C; one absence is allowed, but the other two absences each deduct a letter grade from the attendance grade.

Attendance will be taken at the beginning of each class period. Students who are not present at this time will be counted absent unless a documented valid excuse is presented. Two fifteen minutes breaks are possible each class. Leaving during a class break will also constitute an absence for the day unless a documented valid excuse is presented.

This course is conducted according to strict codes of academic honesty. All cases of cheating will be fully investigated. Penalties for cheating may include failing an exam, failing the course, or suspension and expulsion from the University. Students are expected to know the University's policies and procedures on such matters, as well as those governing student services, conduct, and obligations.

You are strongly encouraged to take advantage of the instructor's office hours to talk about keeping up with the pace of a five-week class, class readings, your assignments, and anything else that might help you.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: "As a Comet, I pledge honesty, integrity, and service in all that I do."

Technical Support

If students experience any problems with their UTD accounts they may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, the professor cannot drop or withdraw any student. Students must do the proper paperwork to ensure that they will not receive a final grade of F in a course if they choose not to attend the class once they are enrolled.

NOTE: May 26th is the last day to drop this course without incurring a W.

Additional Important Policies

It is the student's responsibility to review additional University policies concerning Office of AccessAbility services, avoiding plagiarism, resources to aid in the potential for success, incomplete grades, student conduct and discipline, academic integrity, technical support, email use, copyright notice, grievance procedures, and religious holy days at <http://provost.utdallas.edu/syllabus-policies/>

These descriptions and timelines are subject to change at the discretion of the instructor.

Bibliography

Boswell, Matthew. "Postmodern Poetics in the Holocaust Poetry of Sylvia Plath."

Critical Survey 20.2 (2008): 53-64. *JSTOR*. Web. 18 May 2016.

Kendall, Tim. *Sylvia Plath: A Critical Study*. London: Faber and Faber, 2001. Print.

Naylor-Smith, Whitney. "Refiguring Women: Metaphor, Metonymy, and Identity in Plath's Confessional Poetry." IUScholarWorks, 2008. Web. 18 May 2016.

NOTE: The first entry provides an example of an article from an online database. The second entry provides an example of a book checked out from McDermott (or any other, for that matter) Library. The third provides an example of an online article not located via a database search.

Note also the spacing and format on this sample page, as well as the order of the entries (alphabetical by author surname). Remember that if I were typing this page for my group, I would still need to include three more secondary sources for a total of six.