Introduction to American Literature II
English 217 Section 757
University of Wisconsin – Green Bay
M - F 11:03-11:48  Spring 20125
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Office Hours Upon Request

Description and Goals
This is an introductory survey of American Literature taught at Clintonville High School in conjunction with UW-Green Bay. This class will do the following:
- Move chronologically from Whitman through the twentieth century
- Examine the reciprocal relationship between historical and cultural events and literature
- Examine authors’ philosophies of the purpose of literature and man’s place in the universe
- Note the maturing of America and its growing literary independence from Europe; examine the ever-changing definitions of an American and the American dream.
- Analyze literary strategies such as point of view, diction, and style and their effect(s) on the purpose of the work
- Introduce literary criticism and define various approaches to a text.

Although this is a literature course, the class will include the following:
- Analytic and creative writings revolving around class readings including impromptu essay exams, style imitations, and reactions to the texts.
- Digital projects that combine literary analysis, style imitation, and connection to modern society
- In-depth class discussions of assigned readings

Students are expected to be actively involved in all aspects of examining assignments.

Semester Grading:
Formative Assessments (practice paragraphs, quizzes, Socratic Discussions, informal writings): 15%
Summative Assessments (Quotes tests, long-term essays, end-of-unit projects, interactive notebook): 85%
Each quarter will be weighted 40% with the final exam weighted 20%

The following is a tentative list of authors and works we will cover during the spring semester.

Whitman
Beat! Beat! Drums!
Wound Dresser
Crossing Brooklyn Ferry
Chanting the Square Deific
Passage to India
There was a Child Went Forth
When I Heard the Learn’d Astronomer
from Song of Myself

Dickinson
I Heard a Fly Buzz, When I Died
I Know that He Exists
I Felt A Funeral in My Brain
I Never Lost as Much but Twice
Success is Counted Sweetest
Some Keep the Sabbath Going to Church
Much Madness is Divinest Sense
My Life Closed Twice Before Its Close

Digital Poster that combines literary analysis, style imitation, and connection to modern American culture using either Whitman or Dickinson’s poetry.
Introduction to literary criticism: feminist criticism
Freeman
A New England Nun

Chopin
The Story of an Hour
Desiree’s Baby

Gilman
The Yellow Wallpaper

James
Daisy Miller

Jewett
A White Heron (in-class response)

Synthesis Essay / Argument: Women of 21st Century America face similar obstacles and difficulties due to gender stereotypes and/or patriarchal hierarchies as those expressed through the literature of the 19th century.

Howells
Criticism and Fiction II, XVI, XXIV

Twain
Letters From the Earth III, IV
Engle Audio Tape: The Genius of Mark Twain
Story of the Good Little Boy; Story of the Bad Little Boy
Edward Mills and George Benton
The Adventures of Huckleberry Finn

Common Themes: Using poetry, demonstrate how the themes of *Adventures of Huckleberry Finn* span cultures and time.

Crane
selected poems
The Open Boat

Maggie: A Girl of the Streets

Garland
The Lion’s Paw

Norris
A Deal in Wheat

London
Law of Life
A Piece of Steak

Cather
Neighbor Rosicky

Robinson
Richard Cory
Miniver Cheevey
Mr. Flood’s Party

Using Literature and current biographical information, discuss the question of a person’s control and choice in life. (How does literature help you to ponder the amount of choice and control one has over the events of his/her life?)

Frost
Mending Wall
Home Burial
The Road Not Taken
Birches
Fire and Ice
Nothing Gold Can Stay
Stopping by a Woods on a Snowy Evening
<table>
<thead>
<tr>
<th>Author</th>
<th>Works</th>
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<tbody>
<tr>
<td>Ciardi</td>
<td>Essay: The Way to a Poem</td>
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<tr>
<td>Eliot</td>
<td>The Love Song of J. Alfred Prufrock</td>
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<td>The Waste Land</td>
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<tr>
<td>Cummings</td>
<td>[O sweet spontaneous]</td>
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<td>[the Cambridge ladies who live in furnished souls]</td>
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<td></td>
<td>[“next to of course god america I”]</td>
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<td></td>
<td>[my sweet old etcetera]</td>
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<td>[i sing of Olaf glad and big]</td>
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<td>[anyone lived in a pretty how town] Valkonen essay</td>
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<td>W. C. Williams</td>
<td>The Red Wheelbarrow</td>
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<td>This Is Just to Say</td>
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<td>Other selected poems</td>
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<td>Impromptu explication of an early 20h century poem</td>
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<td>Harlem Renaissance and precursors</td>
<td>from <em>The Souls of Black Folk</em></td>
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<td>W.E. B. Du Bois</td>
<td>selected poems</td>
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<tr>
<td>Hughes</td>
<td>selected poems</td>
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<tr>
<td>Cullen</td>
<td>selected poems</td>
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<tr>
<td>Fitzgerald</td>
<td>The Great Gatsby</td>
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<td>Definition / Analysis essay: “The American Dream” Using <em>The Great Gatsby</em>, poets from the Harlem Renaissance, and any other author studied this year, and current information, discuss the status and Definition of the American Dream.</td>
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<tr>
<td>Hemingway</td>
<td>Soldier’s</td>
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<td>Faulkner</td>
<td>A Rose for Emily</td>
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<td>Barn Burning</td>
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<td>Welty</td>
<td>A Worn Path (review archetypal criticism)</td>
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<td>Naylor</td>
<td>from <em>The Women of Brewster Place</em></td>
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<td>Erdrich</td>
<td>from <em>Love Medicine</em></td>
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<td>Walker</td>
<td>“Everyday Use”</td>
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<td>Independent Author/ Poet project, if time.</td>
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