

English 2260: American Literature After 1865 (Online)

Sections 010 and 012

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 Zoom: <https://auburn.zoom.us/j/96845782147>
Additional Meetings by Appointment

Course Overview

There is nothing political about American literature.
 — Laura Bush

Modern American literature was born in protest, born in rebellion, born out of the sense of loss and indirection which was imposed upon the new generations out of the realization that the old formal culture—the “New England idea”—could no longer serve.
 — Alfred Kazin

Course Description (English 2260)

This course surveys American literature from the end of the U.S. Civil War to the present. We will read, discuss, and examine a wide variety of writing that has influenced how we understand life and culture in the United States. We'll encounter works of American literature from the late 1800s through today, with writers from varied backgrounds – not only in race and ethnicity but also in gender, sexuality, religion, and social class. We will analyze literature both in formal terms (how is it put together?) and in cultural terms (how does it respond to the world around it?). We will be reading these texts chronologically to give you a sense of how the works fit together and diverge. The general aim of this course is to explore what it means to be “American” and how that identity is negotiated in different literary moments.

Course Objectives

- To complete a guided reading of the period
- To acquire strategies for reading texts and an understanding of how literary texts do what they do
- To become more sophisticated readers, able to recognize multiple interpretations and points of view
- To gain a contextual understanding of the works we have read and how they contribute to our present
- To apply the methods and assumptions of literary analysis successfully to a diverse body of significant texts
- To develop the ability to write supported, persuasive, and nuanced interpretations of literary texts
- To practice the fulfilling art of close reading that inevitably informs good writing
- To discuss what we have read in an open, accepting environment

This Core Literature Class fulfills the following Student Learning Objectives:

- SLO B – read and think critically
- SLO I – analyze and value creative artistic endeavors

Please Note: The points listed above indicate just some of the objectives that will guide your learning in this course. Students should also identify and set their own goals as students.

Required Texts

Note: In addition to the texts below available from the University bookstore and other vendors, primary and supplementary readings will be made available online and through Canvas.

****Please make sure you acquire the specific editions of the texts below (ebook versions of the same edition are acceptable, and should be available for each text). It is vital that we are all working with the same page numbers, translations, and supplementary material!****

Barnes, Djuna. *Nightwood*. Faber and Faber, 2007. ISBN: 978-0811216715

Heller, Joseph. *Catch-22*. Simon & Schuster, 2011. ISBN: 978-1451626650

Miller, Arthur. *The Crucible: a Play in Four Acts*. Penguin Group, 2005. ISBN: 978-0142437339

Morrison, Toni. *Beloved*. Vintage International. Vintage Books, a Division of Random House, Inc., 2019. ISBN: 978-1400033416

Whitehead, Colson. *The Underground Railroad*. Random House Inc, 2018. ISBN: 978-0345804327

Rankine, Claudia. *Citizen: An American Lyric*. Penguin, 2015. ISBN: 978-1555976903

Required Materials

1. Auburn University email and Canvas account. I also recommend downloading the Canvas application available for smart phones, tablets, and such.
2. Digital storage space (cloud storage, USB flash drive, or hard drive) to backup work.
3. Daily access to a networked computer

Email and Canvas

As this is an online class, the Auburn email and Canvas systems are required and will be used extensively. We will use Canvas to host class documents and materials such as the syllabus (and any updates), assignments, etc. Canvas will also be where you submit all work assignments and interact with each other through online discussions.

I send emails with important updates on a regular basis, so you will be expected to check your email daily, although I would recommend checking it more frequently.

Communicating with Me

While email is the most effective way to communicate with me, there are a variety of ways in which you can contact me:

- Email: pwd0002@auburn.edu
- Text/Call: (334) 521-2019 (please contact me to set an appointment time if you would like to talk on the phone outside office hours)
- Canvas Messaging
- Virtual Office Hours via Zoom: <https://auburn.zoom.us/j/96845782147>

I aim to respond to any message within 12-24 hours when possible. I will generally only check my email/Canvas/Texts during reasonable business hours (so please do not expect an immediate response to a question you send me at 2am). I may also be slower to respond over the weekend. If you have not heard from me within a reasonable timeframe, please send a polite follow-up message to remind me.

Virtual Office Hours

Although I will be available via email or text every day, I have set aside 2-4pm on Mondays and Wednesdays for Virtual Office Hours. You can talk to me via Zoom (<https://auburn.zoom.us/j/96845782147>) or phone call (334-521-2019) during these hours. If my regular office hours do not work for you or you need to talk more urgently, email/text me to set up an appointment for another time.

Use my office hours and/or email to discuss any aspect of the course: problems, questions, projects you're working on, ideas you wish to develop, strategies you'd like to try, and so on. I expect you to confer with me about any problems, questions, writing concerns, or essay ideas on a regular basis.

Student Writing

All works written in this course are generally public between you and your classmates. You will be asked to share them with peers, me, and perhaps others outside the class. If you have concerns about this, please come see me to discuss.

“Classroom” Behavior

Our online “classroom” discussion and behavior should be civil and respectful to all. Everyone is entitled to their opinion and class discussion is meant to allow us to hear a variety of viewpoints. Meaningful and constructive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of reasonable opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times. Viewpoints, however, that express hate, discrimination, or exclusion—such as racism, sexism, classism, homophobia, etc.—are by definition disrespectful and will not be tolerated. Abuse and discrimination in any form is unacceptable.

In addition to any specific guidelines contained within this syllabus, the AU Classroom Behavior Policy applies in this course. Please refer to the Student Policy eHandbook for details of this policy:

http://www.auburn.edu/student_info/student_policies/

Zoom Etiquette

As many of our interactions and collaborations will be conducted over video-conferencing services like Zoom, it might be helpful to address some appropriate etiquette. When we meet on Zoom, your attendance, attention, and participation are expected.

- Be respectful and kind and reserve judgment of others. When we video conference from our homes we are put in the awkward position of having to invite everyone in the class into that home. Even though we may get a “peek” into each other’s lives, we must remain non-judgmental and respectful of everyone’s privacy.
- Feel free to take advantage of the “Zoom background” feature so that you do not feel like you need to show everyone your home
- Unless you are currently speaking, it is helpful to keep your microphone muted when you are not
- While some professors may require you to keep your video on at all times, I think it is reasonable to turn off your camera when you are not actively participating. The only exception is when we are working in small groups or in conferences, in which case your camera should be on
- Consider muting your video (also on the lower left of the screen) if you are eating, scratching, talking with someone else in the room, or anything else that might be distracting to others
- Consider using headphones and/or an external mic for best audio quality. Collaborating in Zoom doesn’t really work if you are having trouble hearing and being heard
- Just like in the classroom, it can be helpful to show you want to speak by either physically raising your hand or use the “raise hand” feature that is available at the bottom center of your screen
- When speaking, let us know that you are finished with you point or comment by saying using a sign-off, such as “That’s all.” “I’m done.” “Thank you.”
- Use the “Chat” feature (also on the bottom and center of your screen) to ask/answer questions and make comments silently if you don’t want to speak or don’t want to interrupt someone
- Limit distractions. In order to be fully engaged, avoid multi-tasking and focus your attention on the class. You might want to minimize/close other apps and windows and silence/put away your phone, so you aren’t distracted
- Try not to talk over people and give everyone a chance to speak
- To maximize the quality of your video/stream:
 - Be mindful of your lighting. Keep a light source (lamp, window, etc.) in front of you so that your face is well lit and you are not just a shadowy figure

- Try to keep your camera stationary so that your video doesn't get wobbly and disorienting
- Close unneeded applications on your computer to keep the video/stream optimized
- Make sure your internet connection is strong and that you aren't
- Do not forget that clothing is not optional!

If you have any issues or concerns with sharing your video feed, or anything else related to our use of Zoom please reach out to me via email in the first week of class. I'm happy to work with you.

COVID-19 Considerations

Students should follow Auburn University guidelines on conducting daily health checks. If you do fall ill, contact me so we can make instructional and learning arrangements. Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes.

In the event of an illness or COVID-related absence:

- Notify me in advance of your absence if possible
- Keep up with coursework as much as possible
- Participate in class activities and submit assignments electronically as much as possible
- Notify me if you require a modification to the deadline of an assignment or exam

If the campus closes due to COVID-19, our course will remain fully online, but we will make whatever adjustments necessary.

Should I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

A Note on Learning in Unprecedented Times

Despite the reopening of the University, the COVID-19 pandemic is far from over and so we cannot expect this course to be a "return to normal." People from many parts of our city, state, country, and the world are still suffering from the public health crisis with minimal support and resources. In this unusual situation, while we are fortunate to be able to meet as a class (albeit remotely), we must understand that we are pursuing our learning in an extreme and unusual situation. It will be vital that we all remain flexible, empathetic, and prepared for changes.

As we pursue learning together, we must strive to keep the following guiding principles:

- Put people first. We should practice empathy and be cognizant that our own reality (day-to-day life) and experiences may differ drastically from others.
- Stay informed. We will keep ourselves educated about the development of the public health situation and make informed decisions about our personal, social, and professional lives.
- Communicate early and often. Even when we are physically and socially distancing to help stop the spread of virus, we can remain connected through various communication platforms. Always reach out if you need anything necessary to support your learning and own well-being.
- Take care of yourself. Get enough rest, food, exercise, and anything you need to keep you in a positive mood and good health. If you don't feel well, do not force yourself through the course work. Let me know so we can work out alternatives together.
- Be flexible. As the situation changes and evolves, our course may need to respond accordingly. We will make adjustments to the calendar, assignments, among other actions should we need to.

Don't hesitate to reach out to me if you need help or just need to talk. Remember that you are not alone and that we are all in this together!

Grading Policies

Course Grading Policy: Specification Grading

For this course we will be using an alternative approach to assessing student learning called “specifications grading” or “specs” grading.¹

Instead of grading each assignment on a traditional ABCDF or 0-100 scale, submitted work will be assessed as Satisfactory / Unsatisfactory based on whether a student demonstrates the stated learning goals. Assignments will be “bundled” into three tiers that reflect a hierarchy of learning goals for the course. Final grades will be assigned based on which bundles of assignments a student satisfactorily completes—these final grades are not the goal or outcome of the course but are designed to indicate which learning goals students demonstrate that they accomplished.

All assignments in the course will be assessed as “Satisfactory” or “Unsatisfactory” (marked in Canvas as “Complete” or “Incomplete,” respectively), with the specifications required for Satisfactory articulated on each assignment. In general, Satisfactory should not be viewed as “minimally competent” (i.e., a traditional “C” grade), but rather as a mark of having achieved the assignment’s learning goals and specifications (i.e., equivalent to at least a “B” grade)—both of which will be stated in the assignment itself. Either an assignment meets the goals, or it does not – there is no gradation of assessment. You will receive clear and constructive feedback on your assignments to help you understand where you stand and how to improve.

The only letter grade that will be given in the course will be your final grade, and it will reflect the “bundles” of assignments and requirements you have satisfactorily accomplished in the class. That final letter grade is not an assessment of your intelligence, your abilities, or your value as a person—in fact, I never will grade “you” directly. Rather, the grade reflects what you demonstrated that you learned in the course and the commensurate effort you put in: no more, no less.

Built into this system is a good deal of choice as to how much you wish to learn and how hard you want to work to demonstrate and apply that learning. You are essentially choosing how much you wish to put into and get out of this class. You might choose that passing the course with a C is sufficient for your goals—a perfectly appropriate and respectable choice. If you strive to get an A in the course and maximize your learning, you should know that you are taking on that work and challenge yourself and should make sure you are in a personal and academic situation to achieve that level of engagement. Whatever goal you set for yourself, you will always know what is required of you to achieve that goal.

This makes explicit that which has always been true: While I, and your other instructors, are responsible for *teaching* you, you are responsible for your own *learning*. My goal as an instructor is to give you every opportunity to learn and master the course material and to assist you in your learning, but how much you (choose to) learn is on your shoulders.

Learning Goals:

All students who pass the course (with a minimum grade of C) will have demonstrated the ability to:

- Discuss what we have read in an open, accepting environment
- Demonstrate nuanced reading comprehension of a variety of texts/genres
- Express a contextual understanding of the works we have read and how they contribute to our present understanding

¹ If you're curious about this approach, you can learn more at <https://www.insidehighered.com/views/2016/01/19/new-ways-grade-more-effectively-essay>.

- Apply the methods and assumptions of literary analysis successfully to a diverse body of significant texts
- Write supported, persuasive, and nuanced interpretations of literary texts
- Apply specific vocabulary and concepts to explain a text’s formal, cultural, and literary facets
- Communicate their ideas with fluency and clarity

Students who achieve a higher level of mastery (with a minimum grade of B) will have also demonstrated the ability to:

- Demonstrate nuanced close reading and analysis of literary texts employing literary terminology and techniques
- Analyze a text’s formal, cultural, and literary facets with original insights and connections between different examples and contexts

Students who achieve the highest level of mastery (with a grade of A) will have also demonstrated the ability to:

- Demonstrate nuanced close reading and understanding of literary theory
- Create, substantiate, and communicate an original analytic argument that synthesizes multiple facets of a text and theoretical framework

See the “bundles” of assignments required for each grade below: [Specification Bundles](#).

Tokens & Flexibility:

Since every element of the course is assessed on an all-or-nothing basis, it might be stressful to strive for Satisfactory given that the stakes for not meeting that threshold may be significant. To ease stress, to allow for flexibility—and most of all, to maximize opportunities for learning—every student starts the course with 3 virtual “tokens” that can be “exchanged” for some leniency or opportunities for revision.

A token can be exchanged for one of the following:

- The opportunity to re-do a single Unsatisfactory Discussion Post or Response assignment. Each assignment can only be re-attempted once.
- To cancel out a single missed Discussion Post or Response assignment. A canceled-out post will not be counted against you but will not be marked as Satisfactory. This can only be done once, regardless of the number of tokens you have.
- The opportunity to revise a single Unsatisfactory Essay or Writing Exercise (except for Essay 2)
- To receive a 48-hour deadline extension on any single assignment (except for Essay 2 and any peer review). This can only be done once for any individual assignment and should be requested before the submission deadline.

I will track each student’s tokens throughout the semester. There will be opportunities to earn additional tokens later in the semester.

Submitting Class Work and Peer Review

Assignments are due on Canvas at the specified time on the due date. Unless otherwise noted, all formal assignments should be formatted with 12-point Times New Roman Font, one-inch margins on all sides, no extra space between paragraphs, and double-spacing between lines (and no extra space between paragraphs). You should keep all of your assignments as they are handed back to you. All essay assignments and drafts submitted to Canvas must be Microsoft Word documents (with .doc or .docx extensions).

For every Essay assignment you will have to submit a complete polished draft, which will be reviewed by your peers on Canvas. After your peers have reviewed and commented on your paper, you will then

revise and resubmit the assignment for the final grade. Late drafts will NOT be accepted and will not be made available for peer review. It will be your responsibility to seek peer review or help from the Miller Writing Center separately. In addition, failure to complete your peer review assignment by the specified deadline will result in an automatic Unsatisfactory for the Essay.

Late Work Policy

Late assignments (those arriving any time after the designated due date and time) will NOT be accepted. The only exception is in the event of an emergency or serious illness; in that regard, it is the student's responsibility to contact me as soon as possible, and any penalty applied will be addressed on a case-by-case basis. For some assignments, however, a token may be used to request an extension.

Completion Policy

For all major writing assignments, page length or word count requirements will be provided. To be considered complete (and, therefore, Satisfactory), the paper must fully achieve the minimum page/word requirement. For example, if the assignment is "four to five pages," your essay must be at least four full pages, meaning that the entire fourth page is filled.

Academic Honesty

Academic honesty can be a complicated issue, and we will discuss plagiarism in particular—what it is, how to avoid it—as a class. All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Auburn Services and Policies

Miller Writing Center

The Auburn University Miller Writing Center is free and available for students who desire feedback on their writing. (We can *all* use extra feedback on our writing.) Keep in mind, however, that while the tutors are there to help you with your assignments, they are not there to complete your assignments for you. Thus, when you schedule a meeting, make sure to have a list of questions, your essay, and documents like writing prompts with you when you actually meet. Taking these simple steps will help you and the tutors make the most of your time working together.

The MWC also provides online tutoring appointments. You can earn an additional [token](#) for two full appointments with the MWC (and reports sent to me), and a second token after five full appointments.

Accessibility

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with me during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Early Alert Grade System

You will receive an Early Alert Grade one week prior to mid semester (31st class day). The Early Alert Grade represents your current performance on class work graded at that point in the semester. Check the grading scale for this course so that you are aware of what percentage of the total points is represented by your Early Alert Grade. If your Early Alert Grade is a "D", "F", or "FA" you will receive an email from the Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access and opening the *tiger i* tab. Select "Student Records" and open the "Midterm Grades" window from the drop-down box. If the grade seems inaccurate, please contact the instructor.

Withdrawal from the Course

Following University guidelines, students who wish to withdraw from a course with a grade of "W" can do so, without penalty, before mid-term. After mid-term, students cannot drop a course unless exceptional circumstances exist, with the approval of the Dean and a signature from the instructor indicating whether the student was passing ("WP") or failing ("WF") the course. **Nov. 24 is the last day to withdraw from university courses with no grade penalty, but a W instead.**

Important Dates

Aug 17	Classes Begin	Mon
Aug 17 - Sep 4	Resignation Fee - Dropping all courses during this period will result in a \$100 resignation fee.	Mon - Fri
Aug 21	Last Day to Add Course	Fri
Aug 24 - Sep 4	Drop Course Penalty Days - Dropping a course during these days will result in a \$100 Drop Fee per course dropped.	Mon - Fri
Aug 28	10th Class Day - Last day to request a meal plan change.	Fri
Sep 4	15th Class Day - Last day to drop from course with no grade assignment. - Last day for potential tuition refund for dropped classes.	Fri
Sep 7	Labor Day	Mon
Oct 13	41st Class Day - Student deadline for request to move finals to Associate Deans	Tue
Nov 24	Last Day to Withdraw - Last day to withdraw from course with no grade penalty. "W" assigned.	Tue
Nov 24	Classes End	Tue
Nov 25-27	Thanksgiving Break	Wed - Fri
Nov 30 - Dec 1	Study/Reading Days	Mon - Tue
Dec 2-8	Final Exam Period	Wed - Tue
Dec 12	Commencement	Sat

Course Assignments Overview

Your semester grade will come from the assignments below. I will provide grading criteria for each essay assignment as we begin each new project. *Please note, the grades reflected in Canvas are an estimate and should not be assumed as final.*

Discussion Posts / Discussion Responses: Every week you will have a short writing assignment regarding the readings. Each response will be a bit different and will require careful reading and thought on your part and should always include evidence from the text(s) in question. Your participation in the class discussion is essential for success in this class.

Essay 1: Close Reading Analysis, 2-3 pages. Your assignment is to select a passage from one of the texts we've read and perform a "close reading" of that passage. You will write an essay making an argument for the validity of your close reading presenting supporting evidence from the text.

Essay 2: Literary Analysis, 4-5 pages. Your assignment is to select one work we have read this semester and perform an analysis of how the text reflects some aspect of the culture in which it

appeared. You will write an essay making an argument for how your selected work represents/supports/challenges (or otherwise engages with) cultural ideals, values, or norms and demonstrate how that representation establishes/impacts a reader's understanding of the work. You will support your argument through close readings of the text and textual evidence.

Writing Exercise 1: "Notecard" Essay. For this exercise you will compose an "essay" that would fit on a 3x5 index card, including an original thesis statement (and supporting evidence) regarding one of the texts we've read.

Writing Exercise 2: Heteroglossia. For this exercise you will compose a brief analysis examining an instance of heteroglossia from one of our texts.

Writing Exercise 3: Applying Theory. For this exercise you will compose a brief analysis of one of our texts applying a lens from one of our theory texts.

Specification Bundles:

Assignment Group	C Bundle Requirements	B Bundle Requirements	A Bundle Requirements
Discussion Posts	<ul style="list-style-type: none"> • Complete all 13 • Satisfactory on 10/13 	<ul style="list-style-type: none"> • Complete all 13 • Satisfactory on 11/13 	<ul style="list-style-type: none"> • Complete all 13 • Satisfactory on 12/13
Discussion Responses	<ul style="list-style-type: none"> • Complete all 13 • Satisfactory on 10/13 	<ul style="list-style-type: none"> • Complete all 13 • Satisfactory on 11/13 	<ul style="list-style-type: none"> • Complete all 13 • Satisfactory on 12/13
Discussion Responses Extra	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Satisfactory on 3 	<ul style="list-style-type: none"> • Satisfactory on 5
Essay 1: Close Reading Analysis	<ul style="list-style-type: none"> • Full Draft Submitted • Peer Review Completed • Satisfactory 	<ul style="list-style-type: none"> • Full Draft Submitted • Peer Review Completed • Satisfactory 	<ul style="list-style-type: none"> • Full Draft Submitted • Peer Review Completed • Satisfactory
Essay 2: Literary Analysis	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Full Draft Submitted • Peer Review Completed • Satisfactory 	<ul style="list-style-type: none"> • Full Draft Submitted • Peer Review Completed • Satisfactory
Writing Exercise 1	<ul style="list-style-type: none"> • Satisfactory 	<ul style="list-style-type: none"> • Satisfactory 	<ul style="list-style-type: none"> • Satisfactory
Writing Exercise 2	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Satisfactory 	<ul style="list-style-type: none"> • Satisfactory
Writing Exercise 3	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Satisfactory

Weekly Schedule

Please Note: Schedule is tentative and subject to change. We will move at the speed dictated by the overall class pace, which means sometimes we will be forced to move slower or faster than the schedule states. If normal class activities are disrupted due to illness, emergency, crisis, etc., the syllabus will be updated accordingly. Changes will be announced in class and via email and the updated syllabus will be posted to Canvas.

	Topic	Homework (Due on Date Listed)
Week 1	Introductions	•
17-Aug — 21-Aug	Introductions: Syllabus, Foundations How to Read	READING: • Handout — “How to Read Like a Lit Professor” [PDF on Canvas]
Week 2		•
24-Aug — 29-Aug		READING: • Charlotte Perkins Gilman, “The Yellow Wall-Paper” (1892) [PDF on Canvas] • Wittig, “One is Not Born a Woman” [PDF on Canvas]
Week 3		•
31-Aug — 4-Sep		READING: • Djuna Barnes, <i>Nightwood</i> (1936) • Judith Butler handout [PDF on Canvas]
Week 4	Harlem Renaissance	•
7-Sep — 11-Sep		READING: • Claude McKay, Poems “The Lynching” (1922) [PDF on Canvas] • Langston Hughes, Poems (1926) [PDF on Canvas] • Fanon, “The Fact of Blackness” [PDF on Canvas]
11-Sep		SUBMIT: • WRITING EXERCISE 1
Week 5		•
14-Sep — 18-Sep		READING: • Arthur Miller, <i>The Crucible: A Play in Four Acts</i> (1953)
18-Sep		• ESSAY 1 DRAFT DUE
20-Sep		• ESSAY 1 PEER REVIEW DUE
Week 6		•
21-Sep — 25-Sep		READING: • Flannery O’Connor, “A Good Man Is Hard to Find” (1953) [PDF on Canvas]
		• ESSAY 1 DUE
Week 7		
28-Sep — 2-Oct		READING: • James Baldwin, “Sonny's Blues” (1957) [PDF on Canvas] • James Baldwin, “The Discovery of What it Means to Be an American” (1959) [PDF on Canvas]
Week 8		•
5-Oct —		READING: • Joseph Heller, <i>Catch-22</i> (1961)

9-Oct		
9-Oct		
Week 9		•
12-Oct — 16-Oct		READING: • Joseph Heller, <i>Catch-22</i> (1961)
Week 10		•
19-Oct — 23-Oct		READING: • Angela Y. Davis, “The Legacy of Slavery” (1983) [PDF on Canvas] • Toni Morrison, <i>Beloved</i> (1987)
23-Oct		• WRITING EXERCISE 2
Week 11		•
26-Oct — 30-Oct		READING: • Audre Lorde, <i>The Master's Tools Will Never Dismantle the Master's House</i> (1984) [PDF on Canvas] • Toni Morrison, <i>Beloved</i> (1987)
Week 12		•
2-Nov — 6-Nov		READING: • Yiyun Li, “A Sheltered Woman” (2014) https://www.newyorker.com/magazine/2014/03/10/a-sheltered-woman
Week 13		•
9-Nov — 13-Nov		READING: • Claudia Rankine, <i>Citizen</i> (2014)
13-Nov		ESSAY 2 DRAFT DUE
15-Nov		ESSAY 2 PEER REVIEW DUE
Week 14		•
16-Nov — 20-Nov		READING: • Colson Whitehead, <i>Underground Railroad</i> (2016)
Week 15	Conclusions	•
23-Nov — 24-Nov		READING: • Colson Whitehead, <i>Underground Railroad</i> (2016)
24-Nov		• ESSAY 2 FINAL DRAFT DUE
Week 16	THANKSGIVING BREAK	•
25-Nov — 27-Nov		•
Week 17	STUDY/READING DAYS	•
30-Nov — 1-Dec		•
Week 18	FINAL EXAM PERIOD	•
2-Dec — 8-Dec		• WRITING EXERCISE 3

