

Part 1: Course Information

INSTRUCTOR INFORMATION

Instructor: Dr. Nicole K. Konopka

Office: An der Universität 9, Room 00.01, 96047 Bamberg

Office Hours: virtual office hours can be arranged individually; please contact the instructor at least two workdays in advance.

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COURSE DESCRIPTION

This seminar is an internet-based survey course that offers students an overview of the main developments in US-American literary history. The class will help students to understand the links between literary periods, their central ideas, and important stylistic features. The course provides participants with detailed information about the complexities that underlie and connect each literary work and period. The course's other main goal is to familiarize students with key texts and key discourses of US-American literature, such as race, class, and gender. The texts were chosen because they either represent crucial aspects of their respective literary periods, or because they address topics and concepts that were controversial at this particular point in history.

The course is divided into 14 units: ten sessions are dedicated to the six main periods of US-American literary history, whereas four units give students the opportunity to first brush up on their basic knowledge of textual analysis, and then reflect on the content of previous sessions and their individual learning objectives. The final requirement of the course is a term paper that must be submitted no later than six weeks after the online-course is completed.

Throughout the semester, each participant's progress will be monitored via self-generating online tests. Furthermore, participants are given assignments (mind map, discussion questions, short essay, topical poster, timeline, etc.) that will help them to critically engage with the literary texts. Study questions will provide further guidance for your reading and the activities. Some of the results will be peer-reviewed by the participants. All contributions (a minimum of *one per week* is required!), however, will be reviewed by the instructor *before the next section starts*. She will also be actively involved in online discussions and provide feedback on your writing.

Despite being an E-Learning course, this is a discussion-based class, so active participation is crucial. Participants are required to contribute to class discussions by posting at least two quality responses per forum. Your learning process will be enabled through your active involvement in the different assignments, which are designed to allow you as much creative freedom as possible while assisting you in your reading and understanding of the poems, short stories, novels, and plays.

COURSE MATERIALS

Most readings will be made available via the Learning Management System (VC/Moodle). Two texts, however, need to be acquired by each participant individually:

- Kate Chopin, *The Awakening* (1899)
- Kurt Vonnegut, *Slaughterhouse-Five, or The Children's Crusade: A Duty-Dance with Death* (1969)

The complete reading list is available on the Virtual Campus together with a list of reference books that are highly recommended for further research during the semester and for your term paper.

COURSE REQUIREMENTS

Who can take the class? The course is open for all students in the field of English and American literary studies. It can be taken for credit within the "Aufbaumodul", which usually requires that the participant has already passed the "Basismodul".

Activities: Students are encouraged to participate in all online activities as listed on the course website. *A minimum of one submission per week is required!* The assignments can often be completed in groups of two or more people. Please read the specific instructions carefully and hand in your result in the required format. Feedback will be provided by the instructor *until the beginning of the next section*.

Final Paper: The term paper is due approximately six weeks after the end of classes. Topical suggestions, formal rules, and guidelines on how to structure your paper are provided by the instructor via the learning management system. Early submission and grading of the term paper must be agreed upon by the instructor at the beginning of the semester. Late submission of the term paper will not be accepted unless an alternative deadline has been granted by the instructor.

An alternative deadline will be allowed only in cases of illness or other verified emergency situations that are sanctioned by Bamberg University policy. The alternative deadline is not allowed to accommodate travel or other personal plans! If there is a verifiable emergency that limits your ability to meet the scheduled deadline, please contact the instructor immediately. In case of illness, a specific Medical Certificate (see below) must be provided.

Missing a Deadline: Bamberg University policy requires students to provide the instructor with a medical certificate if they miss a deadline because of illness. The form is available here: <http://www.uni-bamberg.de/anglistik/leistungen/studium/informationen-zur-attestpflicht/>.

TECHNICAL REQUIREMENTS AND ASSISTANCE

This course is conducted entirely online, which means you do not have to be on campus to complete any part of it. You will participate in the course using the learning management system called MOODLE, known as VIRTUAL CAMPUS at the University Bamberg (<https://vc.uni-bamberg.de/moodle/>).

You need to have an **up-to-date browser, operating system and Adobe Acrobat software** on your computer to take this class. Most documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat software on your computer, you can download it for free by going to <http://get.adobe.com/reader/>. Most universities also offer a free download of the Adobe Acrobat Pro software; please contact your local IT-provider for more information!

For questions about online learning, please see the contact information at the website for the VHB (<https://www.vhb.org/>). For technical support, please contact it-support@uni-bamberg.de.

SPECIAL NEEDS

Fulfilling course requirements can sometimes be difficult due to special circumstances. If there are any circumstances that may affect your ability to function in class, please discuss the situation with your instructor, who will then be able to advise you on your options.

Additionally, if you have any questions regarding studying with a disability please contact the instructor directly, or contact the “Beauftragte für Studierende mit Behinderung oder chronischen Krankheiten” (<https://www.uni-bamberg.de/bafbs/>). The respective consultant will then contact the instructor to discuss how to best accommodate your needs.

Part 2: Course Learning Objectives

By the end of this class, you should be able to:

- Engage in reflective and independent thinking about US-American literature.
- Use the appropriate terminology to describe, analyze, and interpret literary texts.
- Explain the relationship between form and content of literary works.
- Develop a historical timeline of major periods, genres, and motifs in US-American literature.
- Identify the interplay between different texts, as well as texts and their contexts.
- Show the complexities that underlie literary works and their respective literary periods.
- Demonstrate how literary works are informed by previous literary periods.
- Understand the links between literary periods, political trends, cultural movements, and social developments in the USA.
- Proficiently conduct a text analysis.

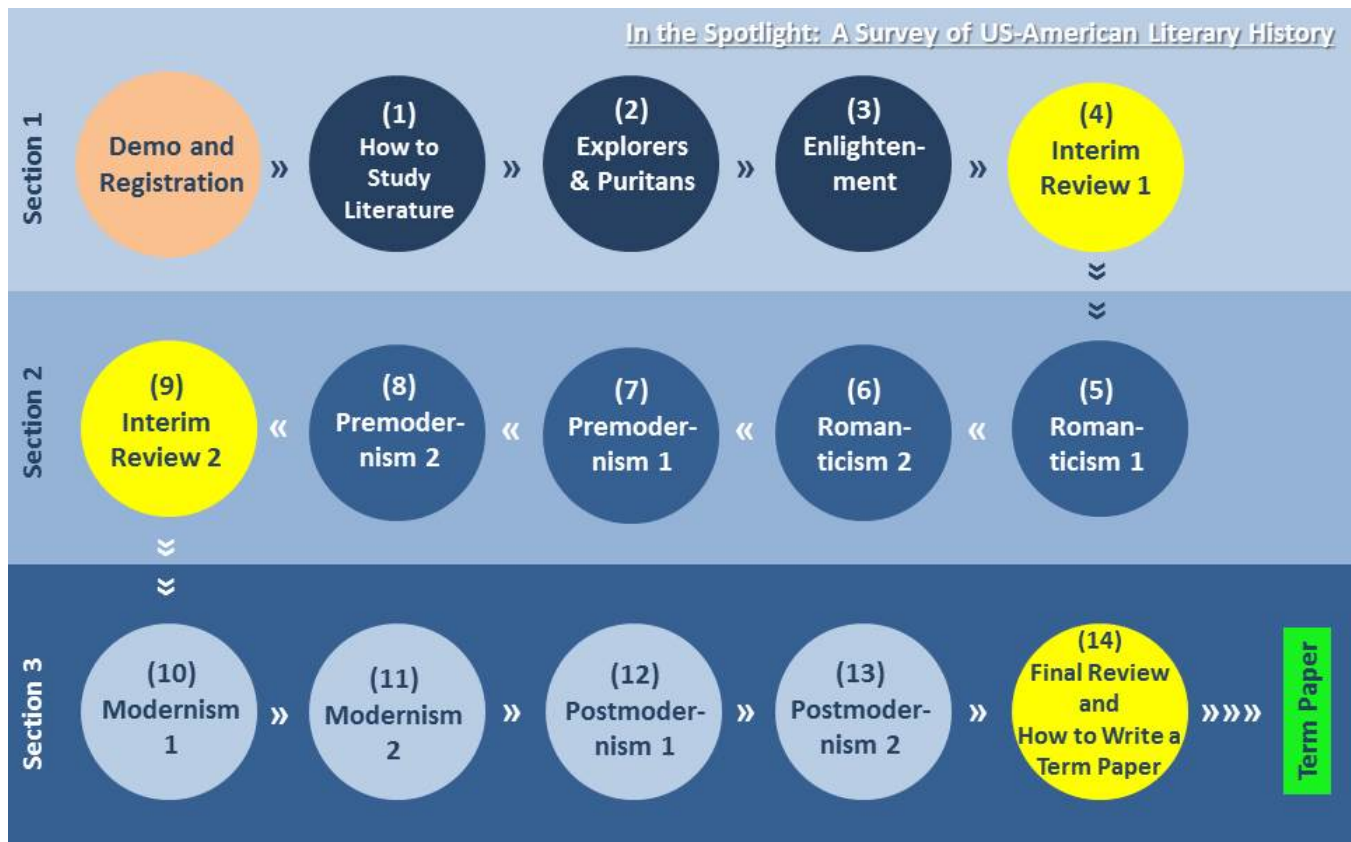
Part 3: Course Schedule

IMPORTANT DATES

The due dates for the assignments are stated in each assignment's description. In addition, the instructor will post reminders of central deadlines, such as **registration for the exam (January 11 – February 11, 2022)** and the **due date of the term paper (April 08, 2022)**. It is, however, the student's responsibility to register on time! If you have difficulty with the website, contact the instructor before the end of the registration period.

CONSECUTIVE PROGRESS:

The course consists of **fourteen sessions**, which are subdivided into **three sections**. Section 2 and 3 will be available to the participants of this class successively: on **Monday, October 18 (section 1); Monday, November 15 (section 2); Monday, December 20 (section 3)**. In order to assist students in keeping track of their progress, we have added boxes next to each assignment on the learning management system, where participants can mark that they have completed this task.



WEEKLY READING AND ASSIGNMENTS:

Each week there are a number of assignments to choose from. In the interest of mindful time management, read through the weekly lessons and plan ahead. Try to complete each session within

one week. Please note that **ONE submission (your choice!) per week is required**, more are welcome ☺
Also, you may want to read the primary texts some time before they are scheduled to be discussed. An in-depth literary analysis usually requires more than one reading of the same text, so you may want to make a reading plan and use a reading diary to aid your memory.

	You Will Learn About:	Required Reading	Assignments
01	<ul style="list-style-type: none"> - your fellow classmates - tools to analyze and interpret texts - reading strategies 	Charlotte Perkins Gilman, "The Yellow Wallpaper" (1892)	Forum Guiding Questions Worksheet Multiple Choice Quiz
02	<ul style="list-style-type: none"> - the beginnings of American literature - the Puritans and their literature - plain style poetry and the captivity tale 	Anne Bradstreet, "To My Dear and Loving Husband" (1678) Mary Rowlandson, excerpts from <i>The Sovereignty and the Goodness of GOD, Together With the Faithfulness of His Promises Displayed; Being a Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson...</i> (1682)	Reading Questions Discussion Forum Multiple Choice Quiz Worksheet
03	<ul style="list-style-type: none"> - the Great Awakening and the American Enlightenment - the formation of the Early Republic and its controversial issues - genres of literary nation building 	Phillis Wheatley, "On Being Brought from Africa to America" (1773) Thomas Jefferson et al, "The Declaration of Independence" (1776) J. Hector St. John de Crèvecoeur, parts of "Letter III: What is an American?" from <i>Letters from an American Farmer</i> (1782)	Multiple Choice Quiz Reading Questions Discussion Forum Mind Map Gap Text
04	<ul style="list-style-type: none"> - the representation of religion in US American literature - the link between visual images and literary analysis - the portrayal of Puritan stories and values in US American literature and culture today 	<i>Interim Review – no new reading</i>	Worksheets Discussion Forum Multiple Choice Quiz
05	<ul style="list-style-type: none"> - historical development of the US between 1820 and 1860 - the literary discovery of the Western wilderness - transcendentalism and 	Nathaniel Hawthorne, "Young Goodman Brown" (1835) Ralph Waldo Emerson, "The American Scholar" (1837) and "Concord Hymn" (1847) Edgar Allan Poe, "The Tell-tale Heart"	Worksheet Short Essay Infographic True-or-False Quiz Tick-the-Box Quiz

	You Will Learn About:	Required Reading	Assignments
	dark romanticism	(1843) Henry David Thoreau, excerpts from <i>Walden</i> (1854) and "Walking" (1862)	
06	- the issue of slavery and the slave narrative - women writing and the sentimental tradition - pre-Civil War poetry	Harriet Beecher Stowe, excerpts from <i>Uncle Tom's Cabin</i> (1852) Walt Whitman, excerpts from <i>Leaves of Grass</i> (1855) Harriet Jacobs, excerpts from <i>Incidents in the Life of a Slave Girl</i> (1861) Emily Dickinson, "My Life had Stood a Loaded Gun" and "Because I Could Not Stop for Death" (posth. 1890)	Worksheet Reading Questions Short Essay Timeline Multiple Choice Quiz
07	- US-American history between 1860 and 1910 - regional fiction, a.k.a. local color writing - literary realism and naturalism and the male voice	Stephen Crane, "The Bride Comes to Yellow Sky" (1898) Jack London, "To Build a Fire" (1902) and "South of the Slot" (1909) Upton Sinclair, excerpts from <i>The Jungle</i> (1906)	Mix-and-Match Quiz Worksheet Reading Questions Free Style Homework Multiple Choice Quiz
08	- developments in women's writing between 1860 and 1910 - the emergence of the "new woman" and African American writing after the Civil War - similarities and differences between pre-modernist male and female literary voices	Frances Ellen Watkins Harper, "Songs for the People" (1895) Edith Wharton, "The Valley of Childish Things" (1896) Kate Chopin, <i>The Awakening</i> (1899)	Worksheets Character Map Reading Question Short Essay Discussion Forum Multiple Choice Quiz
09	- the representation of nature in US American literature - the development of genres and the role of the author in US American literary history - the presence of romantic and premodernist stories and values in US American culture today	<i>Interim Review – no new reading</i>	Worksheets Discussion Forum Multiple Choice Quiz

	You Will Learn About:	Required Reading	Assignments
10	<ul style="list-style-type: none"> - American modernism - modernist drama - the one-act play 	Susan Glaspell, <i>Trifles</i> (1916) Eugene O'Neill, <i>The Hairy Ape</i> (1922)	Drag-and-Drop Quiz Tick-the-Box Quiz Study Questions Short Essay Discussion Forum Gap Text
11	<ul style="list-style-type: none"> - modernist literary movements - modernist writing techniques 	Ernest Hemingway, "Hills Like White Elephants" (1927) Claude McKay, "America" (1921) William Faulkner, "A Rose for Emily" (1930)	Reading Questions Bullet Point Lists Mind Map Peer Review
12	<ul style="list-style-type: none"> - differences and similarities between modernism and postmodernism - the historical context of US-American postmodernism - postmodernist writing techniques 	Kurt Vonnegut, <i>Slaughterhouse-Five, or The Children's Crusade: A Duty-Dance with Death</i> (1969)	Worksheet Multiple Choice Quiz Study Questions Short Essay
13	<ul style="list-style-type: none"> - race, ethnicity, and gender as important issues in American Literature 	Audre Lorde, "Power" (1978) Jamaica Kincaid, excerpts from <i>Lucy</i> (1990) Marilyn Chin, "How I Got that Name" (1990) Agha Shahid Ali, "Ghazal" (2001) Sylvia Plath, "Daddy" (1962)	Guiding Questions Worksheet
14	<ul style="list-style-type: none"> - the development of the individual and society in US American literary history - central information presented during the previous sessions 	<i>Final Review – no new reading</i>	Worksheet Multiple Choice Quiz
(15)	<ul style="list-style-type: none"> - how to find a topic - how to develop a thesis - how to structure a term paper - list of possible topics 	---	Term Paper (due on September 17, 2021)

Part 4: Course Policies

ACADEMIC INTEGRITY

All students enrolled in this class are expected to complete course requirements with fairness and honesty. Failure to do so by seeking unfair advantage or by plagiarizing (misrepresenting someone else's work as your own) can result in disciplinary action. Here are some rules to observe:

- Make sure that everything you hand in is the result of your own independent scholarly work.
- Acknowledge the works of others at all times.
- Clearly indicate quotations and paraphrases.
- Use proper citation and documentation.

GUIDELINES FOR GROUP WORKS

If you form groups, make sure that every member of the group contributes to the final submission! Clearly list all names of those who were actively involved. **For technical reasons it is necessary, however, that every group member uploads the final product individually.**

NETIQUETTE

When working in groups and posting on the discussion boards, it is important to interact with one another respectfully and effectively. This is called *netiquette*. A list of netiquette rules is available in PDF-format on the Virtual Campus. You can also read more about the rules of netiquette at <http://www.albion.com/netiquette/>.

Part 5: Course Communication

ANNOUNCEMENTS

Announcements will be posted in MOODLE (Virtual Campus) on a regular basis. This includes but is not limited to reminders about upcoming deadlines, information about class projects, messages about upcoming virtual office hours, and notifications about changes. The announcements will appear on the MOODLE dashboard when you log in. Furthermore, they will be sent to you directly through your preferred method of notification from MOODLE. Please make sure to check them regularly, as they will contain important information.

QUESTIONS

It is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or time limits. Please post them in the QUESTION FORUM, which you can find at the top of the course website. This is an open forum, and you are encouraged to give answers and help each other. The instructor will also be there to answer your questions 😊