

I. COURSE TITLE: American Literature, 1920 to the Present

Contact Information

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Dept. of English & Philosophy
FH 7C-18
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Office Hours:

M 1:30-4:00
T 8:00-10:00 (online)
W 1:30-4:00
F 1:30-2:30

Course Information

3 Credit Hours
FH 207, MWF 9:30-10:20

Secularization and Its Discontents

English 444 - Spring 2019



Image from John Huston's 1979 film adaptation of F. O'Connor's *Wise Blood*

II. COURSE DESCRIPTION AND PREREQUISITE(S):

A survey of selected works of the period and their historical and critical contexts with emphasis on Modernism and Postmodernism. Prerequisites: ENG 321 or permission of instructor. May be taken concurrently by English area or major students.

III. COURSE OBJECTIVES:

Students who successfully complete English 444 will be able to:

- Demonstrate familiarity with the aesthetic, historical, and cultural characteristics of American literature since 1920, and with critical discourse surrounding that literature;
- Demonstrate sophisticated close reading and rigorous critical analysis of a variety of major American poems, short stories, and novels;
- Explain how several major works of American literature from 1920 to the present relate to their historical and cultural contexts (especially contexts pertaining to secularization and religion), and to identify debates over how these texts and their contexts interact;
- Describe the diversity of American literature since 1920, especially concerning race, ethnicity, gender, sexuality, class, and religion;
- Recognize the scholarly stakes in evaluating competing critical accounts of modern and contemporary American literary canons; and
- Engage in respectful and reasoned debate with others—classmates as well as published literary critics—about their interpretations of literary texts and contexts.

IV. CONTENT OUTLINE:

This course will span the modernist and contemporary periods of American literature, beginning just before 1920 and ending at the present day. We will read and discuss six major American novels, two recent poetry collections, and a handful of poems and short stories, along with numerous secondary materials—including philosophy, literary theory, and literary criticism—which will help us to contextualize our discussions.

“The novel is the epic of a world abandoned by God.” So claimed literary theorist Georg Lukács in 1915, echoing a widespread belief that to live in modernity is, in the words of Max Weber, to be “disenchanted.” Several generations of scholars have associated the development of American literature, in particular, with this steady march of secularization. For instance, Perry Miller’s thesis from 1940 still holds a firm grip on how we conceptualize the modern American canon. For Miller, American writing, “from Edwards to Emerson” and beyond, gleans “the pure joy of self-expression” and “the love of beauty” from a Puritan theology which it gradually tosses aside. But as many recent theorists of secularization have shown, and as the writers we will study in this course illustrate, the boundaries between “the religious” and “the secular” over the past century have proven to be much fuzzier than these early twentieth-century thinkers anticipated.

What does it mean to live in a secular age? How do novels and poems represent, reimagine, or reject religious belief and experience? How do competing attitudes toward secularization and religious pluralism shape a diverse canon of modern literature? We will explore these and many other questions as we study several of the past century’s most influential American writers. From Willa Cather, who fuses Catholic theology with modernist aesthetics in a way that amplifies her characters’ attention to the material world, to Flannery O’Connor, whose atheist antihero is continually mistaken for a preacher throughout her gothic vision of the “Christ-haunted South,” to James Baldwin, who returns to the Harlem Holiness churches of his childhood, baptizing his imagery in the fires of the faith he left behind, to Marilynne Robinson, who reimagines memory as a form of resurrection, transforming a Christian vision of the soul’s immortality into a means of capturing the finitude of our most fleeting perceptions, these writers demonstrate the continuing power that the religious imagination holds over even the most secular dimensions of modern American literature.

This theme serves as a principle of selection for our reading list, but it is only a starting point. Our conversations will veer in many directions, and what you find interesting in these texts will prove far more crucial to our study than the organizational scheme outlined here. I look forward to learning from the questions and connections you observe as we explore these texts together.

V. INSTRUCTIONAL ACTIVITIES: In this course, students will:

- A. Read all assigned texts carefully, contributing regularly to class discussion;
- B. Conduct independent research into secondary critical sources;
- C. Complete two short writing assignments; and
- D. Demonstrate command of the course material through an original research paper.

As an upper-division seminar, this course will be almost entirely driven by classroom discussion, with virtually no lecture. A seminar provides a forum for scholarly exchange among peers. Your success, and the success of our class as a whole, depends on each of you reading carefully, coming to class with ideas to discuss, and participating regularly.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VII. TEXTS AND RESOURCES:

Required Texts:

- James Baldwin, *Go Tell It on the Mountain*. (Vintage International, 2013.) ISBN: 978-0345806543
- Octavia Butler, *Parable of the Sower*. (Grand Central Publishing, 2000.) ISBN: 978-0446675505
- Willa Cather, *The Professor's House*. (Vintage, 1990.) ISBN: 978-0679731801
- Li-Young Lee, *The Undressing*. (W.W. Norton & Company, 2018.) ISBN: 978-0393065435
- Maggie Nelson, *Bluets*. (Wave Books, 2009.) ISBN: 978-1933517407
- Flannery O'Connor, *Wise Blood*. (FSG Classics, 2007.) ISBN: 978-0374530631
- Marilynne Robinson, *Housekeeping*. (Picador, 2004.) ISBN: 978-0312424091
- Zadie Smith, *On Beauty: A Novel*. (Penguin, 2006.) ISBN: 978-0143037743
- Numerous secondary readings will be posted to Canvas. Please print whenever possible.

Recommended Websites, Books, and Resources:

- The OWL (Online Writing Lab) at Purdue (<http://ow.english.purdue.edu>)
- *MLA Handbook* (8th edition)

VIII. EVALUATION AND GRADING PROCEDURES:

Course grades will be determined on the following scale:

A 900-1000 **B** 800-899 **C** 700-799 **D** 600-699 **E** 599 or below

I will introduce all formal writing assignments in class and post copies of the assignment prompts to Canvas. Each writing assignment will have a grading rubric associated with it, and we will discuss the rubric in class. All writing assignments must be submitted through Canvas as a DOC or DOCX file. Assignments will be returned, with comments, through Canvas.

I will update your grade on Canvas regularly. It is up to you to check your grade on Canvas. If you have a question about your grade, please visit my office. I will not discuss grades over email.

Your final grade for the course will be based on the following assignments. You will receive separate prompts for each writing assignment.

In Class Contributions: 40%

Participation: **300 pts** | Discussion Lead: **50 pts** * | Research Presentation: **50 pts**

Major Essays: 60%

Close Reading Essay (2-3 pages): **100 points**

Critical Summary Essay (2-3 pages): **100 points** *

Research Paper (12-15 pages): **400 points**

*The discussion lead and the critical summary essay will be two parts of the same project.

I do not accept late work. If a documented emergency has prevented you from meeting a deadline, please speak to me about it during my office hours. If you anticipate needing an extension on an upcoming assignment, please notify me, in writing, well in advance of the due date. All extensions are at my discretion, but I do my best to be flexible if given enough notice.

Revision Policy:

You may revise any essay for a higher grade, with the exception of the final research paper. If you wish to revise, you must notify me within one week of receiving your graded essay.

When you submit the revised essay, you must also submit a short memo (at least one full paragraph) that explains what you changed and why. Revisions submitted without this memo will not be graded. Your final grade on the assignment will be weighted: 30% from the original essay, 70% from the revised essay.

IX. ATTENDANCE POLICY: Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin. You are a crucial part of our classroom community. Your absence deprives us of an intelligent and thoughtful voice. When you are present and participating, we value your point of view, your interpretation of the readings, your questions, and your insights. Therefore, attendance and participation are required.

You are permitted **three** absences without penalty. These do not need to be excused, and I do not need to know why you missed class. But these are not “free passes,” and I recommend that you save them for emergencies only. Any unexcused absence after your third, whatever the reason, will cause severe deductions to your participation grade, as outlined in my participation rubric. See the *MSU Bulletin* attendance policy for information on what counts as an excused absence. If you do qualify for an excused absence, you should notify me in advance if at all possible.

A student with more than seven (7) unexcused absences (or with more than three [3] unexcused absences by the end of week four) automatically fails this course. No exceptions.

Regardless of your reason for missing class, you are responsible for getting notes from a classmate and keeping up with the reading. You should not, in this or in any other class, email the professor to ask what we covered during the class you missed. (Or, worse, don't ask: “Did we do anything important while I was gone?”) I will ignore all such emails except in cases of documented illness or family emergencies. I will be thrilled, however, to discuss anything you want to discuss during my posted office hours, including what you might have missed in class.

Attendance in a course like ours means more than just showing up and staring blankly at the front of the room, waiting for something interesting to happen. It goes without saying that no distracting or inappropriate behavior will be tolerated. This includes sleeping, texting, disruptive side conversations, doing homework for other classes, using a computer or other technology for purposes unrelated to the class, or arriving to class more than ten minutes late.

Inappropriate technology use will derail your performance because it steals your attention away from what we are doing in class. (Please be familiar with the cell phone policy in my

participation rubric.) In order to keep up with our discussions, you will need to be alert and involved at all times. For the full duration of every class, you will be trying to follow what someone else is saying, considering the views that others have shared, and deciding what you will say next. This is a complex cognitive task, impossible to do well if you are texting, surfing the Internet, or swiping left. We need you at your best.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty Include:

Cheating – Intentionally using or attempting to use unauthorized information such as books, study notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification – Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission – The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism – Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

Any student found committing any form of academic dishonesty will fail this course.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence.

For information regarding nondiscrimination policies contact the Executive Director of IDEA/Title IX Coordinator, Camisha Duffy, Office of Institutional Diversity, Equity and Access, 103 Wells Hall, Murray, KY 42071. Telephone: 270-809-3155 (Voice) 270-809-3361 (TDD).

STATEMENT ADDRESSING STUDENTS WITH DISABILITIES

Students with Disabilities: Students requiring special assistance due to a disability (temporary or permanent) should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students with disabilities should contact the Office of Student Disability Services, Ken Ashlock, 423 Wells Hall, Murray, KY 42071. Telephone: 270-809-2018 (Voice) 270-809- 5889 (TDD).

XII. ADDITIONAL INFORMATION:

Accessibility and Inclusion: For critical thinking to thrive, our classroom must be an open and inclusive space for everyone. If you have accessibility needs, whether or not they are documented through the office of Student Disability Services, please feel free to contact me early in the semester so we can discuss the accommodations you need.

Comments, Concerns, and Feedback: You are not the only ones learning in this class. I learn a great deal from you, as well, and I often make changes to my courses based on student feedback. If you have specific concerns about anything that is happening in the class, if you ever find yourself confused, or if you have a suggestion that may improve a discussion or an assignment, please speak with me during my office hours. I welcome your ideas.

Office Hours: My office hours are student hours. Never hesitate to drop by during my office hours—no appointment needed. I genuinely enjoy one on one conversations with my students, however big or small the question or concern. If I ever have to cancel or reschedule my office hours, I will post an announcement to Canvas. And if my office hours are inconvenient for you, please send me an email. I am on campus regularly and I am happy to arrange an appointment.

Electronic Communication: I regularly communicate with the class by sending announcements and reminders through email and Canvas. **You are responsible for any information sent to your Murray State email address or posted to our course Canvas site.** As a university student, you should plan to check your Murray State email at least once every 24 hours on weekdays and at least once over the weekend.

I do not respond to emails asking what we covered in class. If you were absent due to a medical or family emergency, I am happy to speak with you during office hours or by appointment. If you miss class for any other reason, you are responsible for getting notes from a classmate.

Writing Center: The Racer Writing Center is located on the Main Floor of the Waterfield Library. The writing consultants offer free, one-on-one assistance with all aspects of writing, at any stage in the writing process, and for any class a student may be taking. To make an appointment, please call 809-2267, visit <http://libguides.murraystate.edu/writingcenter>, or drop by the center in the northeast corner of the Waterfield Library. Please take a copy of your assignment and any brainstorming or writing that you have completed with you. The Writing Center will not proofread (mark corrections on) papers or talk with you about grades.

Valuable Resources for Murray State Students:

Racers Helping Racers: The Racers Helping Racers is a food pantry for Murray State University students. To receive assistance, please bring your student ID (Racer Card) when coming to the food pantry. No questions asked! M/W/F 10AM-2PM

<http://www.murraystate.edu/campus/CurrisCenter/racershelpingracers.aspx>

Racer Oral Communication Center: The Murray State Communication Center is a complimentary service for all Murray State University students, faculty and staff and is dedicated to providing the necessary tools to help speakers excel academically, professionally and ethically in a diverse society. The Communication Center will provide resources to facilitate learning across all majors and disciplines through innovative technology, personalized services geared toward the individual's needs, and opportunities for assistance and feedback on presentations.

<http://libguides.murraystate.edu/comcenter/home>

Veteran and Military Student Success: We are ready to support our military families during their transition to student life. We are the point of contact on campus for all veteran issues. We will work hard to help you get the education you deserve and plan for the future you want. Let us help you prepare for the next chapter of your life. When you are ready for this all-important step, we are ready for you. In Wells Hall <https://www.murraystate.edu/students/veterans/>

Health Services: Murray State University's health services will be provided by Fast Pace Connect Urgent Care beginning Fall 2018. Fast Pace Connect will be located on the first floor of Wells Hall where Health Services has operated in the past. The phone number will be 270.809.3809 and the hours of operation will be Monday, Tuesday, Thursday and Friday from 8 a.m. to 4:30 p.m. as well as Wednesday from 8 a.m. to noon. <http://www.murraystate.edu/campus/healthServices.aspx>

Angels Community Clinic: The Angels Community Clinic of Murray and Calloway County was established in 1999 to provide diagnostic and treatment services to those people who do not have medical insurance or financial resources necessary to pay for private insurance and/or medical care. Services that are offered at the Calloway County Health Department (Immunizations, Pap Smears, birth control, STD diagnosis and treatment) will not be duplicated. Students will be referred to the health department for those needs. We offer treatment of colds, flu, high blood pressure, diabetes, depression and other medical conditions. To be a patient at the Angels Community Clinic the MSU student would need to be a full time student (need a letter from the college stating that they are a full time student). If working, we would need check stub with year to date earnings (to identify low income), a picture ID is required (drivers license), or student ID, and a copy of lease or utility bill with the students name on them to substantiate residency in Calloway County. Our hours are Mon, Tues, Wed 8:30-4, Thurs 8:30-12. Closed Fri. Sat. Sun. It is best to call to reserve an appointment time. 270-759-2223 to be sure the Nurse Practitioner will be available at that time. <http://www.angelscommunityclinic.com/>

University Counseling Services: The licensed mental health professionals in the Counseling Center are available to provide a variety of counseling services for Murray State students, including individual therapy, couples therapy, group therapy, and family therapy. The Counseling Center is open 8:00 - 4:30 Monday through Friday whenever the university is open. We have a counselor on call 9:00 - 2:00 Monday through Friday during the academic year to meet with walk-in clients or help with crisis situations. All services are free of charge.

<http://www.murraystate.edu/headermenu/administration/StudentAffairs/departments/counseling/index.aspx>

Women's Center: Via education, advocacy, resources, and services, the Women's Center supports and empowers women and men to unite as equal partners and become leaders on campus and beyond. The Center works every day to reduce violence against women and sex discrimination, to promote women's physical and mental health and well-being, and to generate dialogue about women, gender, and sexual politics. Ultimately, the Women's Center works to encourage each student to take personal responsibility for creating an environment that is safe, equitable, and healthy for men and women even beyond your time here at MSU. Located Oakley Applied Science building

<http://www.murraystate.edu/headermenu/administration/StudentAffairs/departments/WomensCenter/index.aspx>

Office of LGBT Programming: The Office of LGBT Programming provides support for the LGBTQ+ student community through services and educational programming. This support fosters a stronger campus environment that is safe for all people, including lesbian, gay, bisexual, transgender, queer, questioning, intersex, allied, asexual, pansexual, and gender non-conforming students and Murray State employees. Located in Blackburn

<http://www.murraystate.edu/headermenu/administration/StudentAffairs/departments/lgbt/index.aspx>

Office of Multicultural Initiatives, Student Leadership & Inclusive Excellence: The mission of the Office of Multicultural Affairs (OMA) is to advocate and encourage a campus environment that embraces diversity and helps students grow personally and academically. Our programs and services are designed to address the leadership development, cultural competency, curricular and co-curricular needs of our multicultural student population, to help them adjust to campus life and enjoy a successful college career. The Office seeks to enhance the retention, success, and graduation rates for multicultural students at Murray State University.

<http://www.murraystate.edu/headermenu/administration/StudentAffairs/departments/OfficeofMulticulturalAffairs/index.aspx>

Office of Student Affairs: The Division of Student Affairs' primary concern is the student. This concern encompasses retention, welfare, and growth and development in all dimensions of student life including educational, vocational, social-cultural, civility and tolerance, psychological, values clarification and physical. <http://www.murraystate.edu/headermenu/administration/StudentAffairs/> Additional information about resources on campus and off-campus can be found here

<http://www.murraystate.edu/headermenu/administration/StudentAffairs/departments/counseling/resources.aspx>

Dr. Horton's Strategies for Student Success

1. **Always participate.** Answer questions. Ask questions. Respond directly to your classmates' ideas, not just to the instructor's questions. Remind all of us (including the instructor!) when we need to stop and think about something, to return to a previous issue, or to move to another topic.
2. **Bring everything to class.** You should always have a copy of the syllabus, the most recent writing prompt, your books, a notebook, and *a printed copy of the day's reading*.
3. **Read everything carefully and critically.** Take your time. Try not to read everything in one sitting or immediately before class. If it's a literary text, read passages out loud. Bug your friends and roommates by talking about what you are reading. Ask yourself how the text in front of you compares with other texts you have read and with your own knowledge of the world.
4. **Take notes when you read.** Highlight or underline passages that strike you as important. Write a small note next to it so you will remember why you marked it. Have a conversation with the text by writing your reactions, ideas, and questions in the margins. Keep a short list of ideas and questions that you think we should talk about in class.
5. **Take notes in class.** Did your classmate say something really profound? Write it down. Did your instructor ask a question that you want to spend more time thinking about? Write it down. Did someone use a word or a concept that you don't recognize? Write it down so you can look it up later. Did you just have a moment of inspiration, maybe an idea for your next essay? Write it down before you forget!
6. **Be respectful and inclusive.** Respond to everyone in the way you hope they will respond to you. No questions or ideas are dumb or off limits (with the exception of speech or actions which may create a hostile environment for others). On the other hand, there are also no perfect questions or unassailable ideas. We are always striving to think more deeply and reflect more broadly. A university course is an opportunity for all of us—including your instructor—to do that together.
7. **Disagree.** Don't be afraid to challenge someone else's ideas, *including your instructor's*. When you disagree with someone, speak up! But be prepared to give reasons and to explain why the rest of us should see it your way. Maybe you will change someone's mind. Maybe someone will change yours. But nothing will happen if you don't share what's on your mind.
8. **Take responsibility.** Be on time for everything. Submit all assignments by the due date. If you are confused or frustrated by an assignment, seek help—either from your instructor or the writing center. If life blows up on you and you desperately need an extension on an assignment, get ahead of it and ask well in advance—in person, if possible, but also in writing. Take ownership of your ideas and beliefs. Remember that you will only benefit from what you take seriously.
9. **Honor diversity.** In this class, we discuss a number of important issues. You and your classmates will have mixed reactions to these issues, and that's a good thing. Keep in mind, however, that what may be a matter of intellectual curiosity for you may be someone else's very personal experience. Everyone should feel comfortable being who they are and speaking their minds. This class is all about critical thinking, but critical inquiry does not require a critical attitude.
10. **Communicate with the instructor.** Fill out the course evaluation at the end of the semester. Check your Murray State email regularly for updates. Speak up whenever you have a concern.

COURSE SCHEDULE – Subject to Change

*All secondary readings can be found as PDF files on Canvas.

Week 1

M 1/14 Introduction to the course. Wallace Stevens, “A High-Toned Old Christian Woman” and “Final Soliloquy of the Interior Paramour.” Kay Ryan, “Backward Miracle.” (Read in class.)

W 1/16 Mark Twain, *Letters from the Earth* (excerpts); T.S. Eliot, “Ash Wednesday;” Denise Levertov, “The Jacob’s Ladder;” Wendell Berry, “The Peace of Wild Things;” Christian Wiman, “We Lived.” (All on Canvas)

F 1/18 Charles Taylor, *A Secular Age* (excerpts); Matthew Mutter, *Restless Secularism* (excerpt); Ebel and Murrison, “American Literatures / American Religions.” (All on Canvas)

Week 2

M 1/21 – **NO CLASS**

W 1/23 – Willa Cather, *The Professor’s House* (3-113)

F 1/25 – *The Professor’s House* (114-55) + Max Weber, “Science as a Vocation” *

Week 3

M 1/28 – *The Professor’s House* (159-93)

W 1/30 – *The Professor’s House* (194-229)

F 2/1 – *The Professor’s House* (233-258) + Thomas Ferraro article: “No Forgiveness in Heaven, No Forgetting in Hell” *

Week 4

M 2/4 – Flannery O’Connor, *Wise Blood* (3-60)

W 2/6 – *Wise Blood* (63-111)

F 2/8 – *Wise Blood* (115-142) + Richard Kearny, *Anatheism* introduction *

Week 5

Su 2/10 – Close Reading Essay due 11:59 p.m.

M 2/11 – *Wise Blood* (145-189)

W 2/13 – *Wise Blood* (193-213)

F 2/15 – *Wise Blood* (217-236) + Myka Tucker-Abramson article: “*Wise Blood* and the Rise of the Neoliberal Right” *

Week 6

M 2/18 – James Baldwin, *Go Tell It on the Mountain* (3-65)

W 2/20 – *Go Tell It on the Mountain* (69-101) + Baldwin, “Everybody’s Protest Novel” * and Michael Warner, “Tongues Untied” *

F 2/22 – *Go Tell it on the Mountain* (102-176)

Week 7

M 2/25 – *Go Tell It on the Mountain* (177-224)

W 2/27 – *Go Tell It on the Mountain* (227-263) + Douglas Field article: “Pentecostalism and All that Jazz: Tracing James Baldwin’s Religion” *

F 3/1 – Philip Roth, “Defender of the Faith” and Cynthia Ozick, “The Shawl” (All on Canvas)

Week 8

M 3/4 – Marilynne Robinson, *Housekeeping* (3-43)

W 3/6 – *Housekeeping* (44-75)

F 3/8 – *Housekeeping* (76-108) + Jane Bennett, *The Enchantment of Modern Life* introduction *

Week 9

M 3/11 – *Housekeeping* (109-142)

W 3/13 – *Housekeeping* (143-191)

F 3/15 – *Housekeeping* (192-219) + Anthony Domestico article: “‘Imagine a Carthage sown with salt’: Creeds, Memory, and Vision in Marilynne Robinson’s *Housekeeping*” *

March 18-22 Spring Break (No Class)**Week 10**

M 3/25 – Workshop: research paper abstracts

W 3/27 – Octavia Butler, *Parable of the Sower* (3-125)

F 3/29 – *Parable of the Sower* (126-95) **Research paper abstract due 11:59 p.m.**

Week 11

M 4/1 – *Parable of the Sower* (196-257)

W 4/3 – *Parable of the Sower* (258-93)

F 4/5 – *Parable of the Sower* (294-329) + Kimberly Ruffin article: “Parable of a 21st Century Religion: Octavia Butler’s Afrofuturistic Bridge between Science and Religion” *

Week 12

M 4/8 – Zadie Smith, *On Beauty* (3-125)

W 4/10 – *On Beauty* (129-233)

F 4/12 – *On Beauty* (233-271)

Week 13

M 4/15 – *On Beauty* (275-353)

W 4/17 – *On Beauty* (353-98)

F 4/19 – *On Beauty* (399-443) + Tim Aubry, “Should Studying Literature Be Fun?” *

Possible scholars’ week presentations TBA

Week 14

M 4/22 – Maggie Nelson, *Bluets* (1-51)

W 4/24 – *Bluets* (52-95) + Review from *Brick Magazine* *

F 4/26 – Research paper workshops

Week 15

M 4/29 – Li-Young Lee, *The Undressing* (13-63)

W 5/1 – *The Undressing* (64-94) + Review from *The New Yorker* *

F 5/3 – **Research presentations or TBA**

No final exam. Research paper due by 11:59 p.m. on Tuesday, May 7.