

San José State University
English & Comparative Literature
ENG 70: Emerging Modernisms & Beyond

Course and Contact Information

Instructor:	Daniel Lanza Rivers
Office Location:	Clark Hall 420C
Telephone:	(408) 921-1366
Email:	Daniel.rivers@sjsu.edu
Office Hours:	M/W: 11-11:30AM, 4:20-4:50PM (or by Appt.)
Class Days/Time:	MW: 3:00-4:15 PM
Classroom:	Dwight Bentel Hall 225
Prerequisites:	ENGL 1A

Course Description:

ENGL 70 is the third course in the lower-division literature survey sequence for English majors. The course engages principal literary works, literary history, and historical events that shape British and American literature from 1860 to the present. Students will learn about the philosophical movements, literary themes, and genres of the time period while engaging in close readings of works by selected major authors. 3 units. Normal grading rules. Prereq: ENGL 1A or equivalent.

Course Learning Outcomes (CLOs):

The Department of English and Comparative Literature has established the following Student Learning Objectives for courses that are part of the English major:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of “close reading” or close analysis in both the study of literature and the study of film
2. Demonstrate familiarity with major literary works, genres, periods, and critical approaches to British, American, and World literature;
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;
5. Articulate the relations among culture, history, and texts.

Required Texts/Readings

Textbook

Nella Larsen's *Passing*, ISBN: 9780375758133 [Modern Library Edition] [**Need by Week 1**]

Tom Stoppard's *Arcadia*, ISBN: 9780571169344

Louise Erdrich, *Tracks*, ISBN: 9780060972455

Adrian Tomine, *Shortcomings*, ISBN: 9781897299753

Other Readings

All other readings will be made available on the class Canvas page. All readings must be printed and annotated for the student to receive full credit during “book check” activities in class.

Other technology requirements / equipment / material

Technology use will be prohibited in class; students with accommodations may be excepted from this policy.

Library Liaison

Associate Librarian Peggy Cabrera is the English department liaison at SJSU. Professor Cabrera can assist you with research questions for any of your English classes at SJSU.

Peggy.Cabrera@sjsu.edu

(408) 808-2034

Course Requirements and Assignments

These assignments are intended to span the spectrum of engagement to include: participating actively in class discussions, reflecting on and analyzing assigned readings, mastering foundational concepts, composing an intertextual analysis essay, researching a related topic and sharing that research within a group presentation that demonstrates intellectual curiosity and rigorous engagement.

Classroom Participation and Preparation (15%):

This grade reflects on time arrival and participation in all activities. It also includes presenting a printed and annotated copy of the day's readings during book checks. Engaging in curious and respectful dialogue with your classmates on a regular basis, and completing in-class writing activities. Participation activities cannot be made up in the case of absence, but the final participation score will be lowered to reflect 2 no-penalty days of missing these activities.

Professionalism (5%):

This grade will be a qualitative, end of term evaluation of your professionalism during this course. This category includes: focused attention, appropriate (and inappropriate) use of technology, respectful communication, and treating our texts and topics with the seriousness they require.

Reading Quizzes (10%):

Most class sessions will begin with a quiz on the day's reading/s starting at five minutes past the hour. These short assignments will be the primary way that you will show that you are ready for class discussion. In some occasions, open-book quizzes will be allowed for hard copy/printed material only. Readings quizzes can only be made up if student offers

at least 24 hours' notice before their absence. Final reading quiz score will be lowered to reflect two penalty-free days of missing the quiz.

Canvas Discussion Posts (10%):

You will periodically be asked to respond to a discussion question on Canvas prior to coming to class. Along with offering you a low-risk space to begin analyzing our assigned text, these posts will give you a chance to exchange quotes, questions, and ideas that can inform our class discussions. These posts will be due by 11:59PM on the night before the corresponding reading is scheduled for discussion.

Literary Analysis Essay x2 (20%):

You will complete two textual analysis essays during the semester, each of which will correspond to a particular unit of the course. We will workshop these papers in class one week before they are due. These assignments will ask you to analyze a given text while locating it within an appropriate literary, historical, artistic, and/or cultural context. You should use these essay assignments as opportunities to practice and refine your close reading skills. Each assignment will be between 3.5-5 pages in length.

Midterm Exam (15%):

The midterm exam will consist of a series of key terms, excerpts, and short answer questions related to the first half of the course. Along with defining key terms, students will be asked to identify the writer and the title of each excerpt and to write short responses using the selected excerpts. Students are expected to take detailed notes throughout the semester, which will help them prepare for this exam.

Final Exam (20%)

This final exam will be comprised of two parts. The first part will be a 5-page analytical essay that you will complete before the final exam day, and which you will submit upon arrival at the exam. The second part will be a series of identification and short answer questions that asks you to locate and analyze texts from across the breadth of the course.

University Time Requirement

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Late Work & Makeup Work:

Every student is allowed one two-day extension once per semester on written work, but the student must give 24 hours' notice that they are using their extension. All late work (including late makeup work) will have its final grade reduced by 10% for each day it is late. *No assignments will be accepted more than a week out from their adjusted due date.*

E-Mail Communication:

The Family Educational Rights and Privacy Act of 1974 (known as FERPA) requires careful protection of your rights and academic record. To protect your right to privacy, all of our communication will happen using our

SJSU e-mail accounts. Please be sure to check your SJSU e-mail account regularly for updates about readings and changes to the course schedule.

Classroom Protocol

In order to have curious and respectful discussions about literary expression and lived experience, our classroom will need to function as an open forum where our knowledge, feelings, and experiences are part of the discussion, and where differences of perspective should fuel instead of hinder our conversations. This means that we will need to work together to privilege questions over declarations, and where we will try to leave our assumptions and generalizations at the door.

English Department Grading Standards:

The following statement has been adopted by the Department of English for inclusion in all syllabi:

- In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.
- The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In written assignments for English 30, this scale is based on the following criteria:

- A [90-92=A-, 93-96=A, 97-100=A+] = Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight that teaches the reader something new about the subject matter.
- B [80-82=B-, 83-86=B, 87-89=B+] Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay.
- C [70-72=C-, 73-76=C, 77-79=C+] = Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use textual evidence out of context.
- D [60-62=D-, 63-66=D, 67-69=D+] = Below average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.
- F = Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

The schedule is subject to change with fair notice (as emailed from the instructor and announced in class at least one week ahead).

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		UNIT 1: MODERNISM & MODERNITY AT THE TURN OF THE CENTURY
1	Mon 1/27	Welcome to the Course & Imagism Review Syllabus in Class Read, Ezra Pound “In the Station of the Metro”; William Carlos Williams, “This is Just to Say”; H.D. “Oread” Homework for Wed 1/29: <ul style="list-style-type: none">• Print and read course syllabus (Canvas)• Print Modernism Packet: Poetry and Notes on Imagism/Modernism (Canvas)
1	Wed 1/29	Modernism Reading Due: Modernism Packet: Poetry Foundation, “Modernism”; T.S. Eliot, “The Lovesong of J. Alfred Pufrock”; Gertrude Stein, “The White Hunter”; Ernest Hemmingway, “For Sale” <i>Bring Printed “Modernism Packet” for “Book Check” #1</i> Homework for Mon 2/3: <ul style="list-style-type: none">• Print and Read Harlem Renaissance Packet (Canvas)• Purchase Nella Larsen, <i>Passing</i> for next week• Complete Canvas Post by 11:59PM on Sunday

Week	Date	Topics, Readings, Assignments, Deadlines
2	Mon 2/3	<p>Harlem Renaissance Reading Due: Poetry Foundation, “Harlem Renaissance”; Langston Hughes, “The Negro Artist & the Racial Mountain,” “Let America Be America Again,” “The Negro Speaks of Rivers”; Claude McKay, “Harlem Shadows,” “The Tropics in New York” Assignment Due: Complete Canvas post by 11:59PM on Sun <i>Bring Nella Larsen, Passing & Printed “Harlem Renaissance Packet” for “Book Check” #2</i></p> <p>Homework for Wed 2/5:</p> <ul style="list-style-type: none"> • Read Nella Larsen, <i>Passing</i> (to pg. 33)
2	Wed 2/5	<p>“Passing”: Reading Due: Nella Larsen, <i>Passing</i> (to pg. 33)</p> <p>Homework for Mon 2/10:</p> <ul style="list-style-type: none"> • Read Nella Larsen, <i>Passing</i> (to pg. 102) • Complete Canvas Post by 11:59PM on Sunday

Week	Date	Topics, Readings, Assignments, Deadlines
3	Mon 2/10	<p>“Passing” (Cont): Reading Due: Nella Larsen, <i>Passing</i> (to pg. 102) Assignment Due: Complete Canvas post by 11:59PM on Sun</p> <p>Homework for Wed 2/12:</p> <ul style="list-style-type: none"> • Finish Nella Larsen, <i>Passing</i> (to pg. 147)
3	Wed 2/12	<p>“Passing” (Finish): Reading Due: Nella Larsen, <i>Passing</i> (finish)</p> <p>Homework for Mon 2/17:</p> <ul style="list-style-type: none"> • Rough draft of Essay 1 (Modernism) Due in Class for Peer-Review
4	Mon 2/17	<p>Peer Review: Modernism Essay Due in Class: 3-page Draft of Essay 1 (Modernism)</p> <p>Homework for Wed 2/19:</p> <ul style="list-style-type: none"> • Print & Read: Allen Ginsberg, “Howl”; Diane diPrima, “Song for Baby-O, Unborn,” “Buddhist New Year Song” • Complete Canvas Post by 11:59PM on Tuesday
		UNIT 2: MODERNISM’S FRACTURES: THE POST-MODERN TURN
4	Wed 2/19	<p>“The Greatest Minds”: Beat Writings & the Underside of Modernity Reading Due: Allen Ginsberg, “Howl,” Diane diPrima, “Song for Baby-O, Unborn,” “Buddhist New Year Song” Assignment Due: Complete Canvas post by 11:59PM on Sun</p> <p>Homework for Mon 2/24:</p> <ul style="list-style-type: none"> • Finish Essay 1 • Print & Read: Adrienne Rich, “Diving in the Wreck,” Sylvia Plath, “Daddy,” Audre Lorde, “Coal”
5	Mon 2/24	<p>Feminist Poetics and Social Consciousness Essay 1 Due (Modernism) Reading Due: Sylvia Plath, “Daddy,” Adrienne Rich, “Diving in the Wreck,” Audre Lorde, “Coal”</p> <p>Homework for Wed 2/26:</p> <ul style="list-style-type: none"> • Read: Tom Stoppard, <i>Arcadia</i>, Scenes 1 & 2 (to p. 34)

Week	Date	Topics, Readings, Assignments, Deadlines
5	Wed 2/26	<p>“Working Outward from the Maze”: Postmodernism in Stoppard’s <i>Arcadia</i> Reading Due, Tom Stoppard, <i>Arcadia</i>, Scenes 1 & 2 (to p. 34)</p> <p>Homework for Mon 3/2:</p> <ul style="list-style-type: none"> • Read: Tom Stoppard, <i>Arcadia</i>, Scenes 3,4, & 5 (to p. 66) • Complete Canvas Post by 11:59PM on Sunday
6	Mon 3/2	<p>“Working Outward from the Maze”: Postmodernism in Stoppard’s <i>Arcadia</i> Reading Due: Tom Stoppard, <i>Arcadia</i>, Scenes 3,4, & 5 (to p. 66) Assignment Due: Complete Canvas post by 11:59PM on Sun</p> <p>Homework for Wed 3/5:</p> <ul style="list-style-type: none"> • Read: Tom Stoppard, <i>Arcadia</i>, Finish (to p. 97)
6	Wed 3/4	<p>“Working Outward from the Maze”: Postmodernism in Stoppard’s <i>Arcadia</i> Reading Due: Tom Stoppard, <i>Arcadia</i>, Scenes 3,4, & 5 (to p. 66).</p> <p>Homework for Mon 3/9:</p> <ul style="list-style-type: none"> • Prepare for Midterm Exam
7	Mon 3/9	<p>Modernity, Modernism, and its Afterlives: Midterm Review Midterm Exam Day</p> <p>Homework for Wed 3/11:</p> <ul style="list-style-type: none"> • Print & Read: Kamau Braithwaite, “Nation Language” (excerpt), “Calypso,” “Wake,” “Caliban” • Complete Canvas Post by 11:59PM on Tuesday
		UNIT 3: LANGUAGE BEYOND NATION: READING THE POST-COLONIAL, DECOLONIAL, AND TRANSNATIONAL
7	Wed 3/11	<p>Nation Language: Anglophone Literature & the Black Atlantic Reading Due: Kamau Braithwaite, “Nation Language” (excerpt), “Calypso,” “Wake,” “Caliban” Assignment Due: Complete Canvas post by 11:59PM on Tues <i>Book Check: Louise Erdrich, Tracks</i></p> <p>Homework for Mon 3/16:</p> <ul style="list-style-type: none"> • Read Louise Erdrich, <i>Tracks</i> (to p. 95) • Complete Canvas Post by 11:59PM on Sunday

Week	Date	Topics, Readings, Assignments, Deadlines
8	Mon 3/16	<p>Life in Occupied Territory: Land Loss and Survival in Louise Erdrich's <i>Tracks</i> Assignment Due: Canvas Post Due by Sun 11:59PM Reading Due: Louise Erdrich, <i>Tracks</i> (to p. 95)</p> <p>Homework for Wed 3/18:</p> <ul style="list-style-type: none"> • Read: Louise Erdrich, <i>Tracks</i> (to p.130)
8	Wed 3/18	<p>Life in Occupied Territory: Land Loss and Survival in Louise Erdrich's <i>Tracks</i> Reading Due: Louise Erdrich, <i>Tracks</i> (to p. 130)</p> <p>Homework for Mon 3/23:</p> <ul style="list-style-type: none"> • Read: Louise Erdrich, <i>Tracks</i> (to p.192) • Complete Canvas Post by 11:59PM on Sunday
9	Mon 3/23	<p>Life in Occupied Territory: Land Loss and Survival in Louise Erdrich's <i>Tracks</i> Assignment Due: Canvas Post Due by Sun 11:59PM Reading Due: Louise Erdrich, <i>Tracks</i> (to p. 192)</p> <p>Homework for Wed 3/25:</p> <ul style="list-style-type: none"> • Finish Louise Erdrich, <i>Tracks</i> (to p.226)
9	Wed 3/25	<p>Life in Occupied Territory: Land Loss and Survival in Louise Erdrich's <i>Tracks</i> Reading Due: Finish Louise Erdrich, <i>Tracks</i> (to p. 226)</p> <p>Homework for Mon 4/6:</p> <ul style="list-style-type: none"> • Rough Draft of Essay 2 Due Mon 4/6
	3/30 & 4/1	SPRING BREAK!
10	Mon 4/6	<p>Peer-Review Day Assignment Due: 3.5 pg Rough Draft of Essay Two (Post-Colonial/Decolonial)</p> <p>Homework for Wed 4/8:</p> <ul style="list-style-type: none"> • Print & Read Poetry Packet: Billy Ray Belcourt, Layi Long Soldier, & Natalie Diaz
10	Wed 4/8	<p>Decolonial Literature & Contemporary Challenges Reading Due: Poetry of Native North America, Billy Ray Belcourt, Layi Long Soldier, & Natalie Diaz</p> <p>Homework for Mon 4/13:</p> <ul style="list-style-type: none"> • Finish Essay 2 (Post-Colonial/Decolonial)
11	Mon 4/13	<p>Writing Land-Loss and Survival Assignment Due: Essay 2 (Post-Colonial/Decolonial)</p> <p>Homework for Wed 4/15:</p> <ul style="list-style-type: none"> • Read Cherríe Moraga, <i>Heroes & Saints</i> (to p. 103) • Complete Canvas post by 11:59PM on Tuesday

Week	Date	Topics, Readings, Assignments, Deadlines
11	Wed 4/15	<p>“Our Homes Are Not Our Homes”: <i>Agroindustry & Environmental Harm in Cherríe Moraga, Heroes & Saints</i></p> <p>Reading Due: Cherríe Moraga, <i>Heroes & Saints</i>, Finish Act I, Scenes 1-6 (to p.103)</p> <p>Homework for Mon 4/20:</p> <ul style="list-style-type: none"> • Read Cherríe Moraga, <i>Heroes & Saints</i>, Finish Act I & Act II Scenes 1-6 (to p.137) • Complete Canvas post by 11:59PM on Sun
12	Mon 4/20	<p>“Our Homes Are Not Our Homes”: <i>Agroindustry & Environmental Harm in Cherríe Moraga, Heroes & Saints</i></p> <p>Reading Due: Cherríe Moraga, <i>Heroes & Saints</i> (to p.137)</p> <p>Assignment Due: Complete Canvas post by 11:59PM on Sun</p> <p>Homework for Wed 4/22:</p> <ul style="list-style-type: none"> • Finish Cherríe Moraga, <i>Heroes & Saints</i>
12	Wed 4/22	<p>“Our Homes Are Not Our Homes”: <i>Agroindustry & Environmental Harm in Cherríe Moraga, Heroes & Saints</i></p> <p>Reading Due: Finish Cherríe Moraga, <i>Heroes & Saints</i></p> <p>Homework for Mon 4/27:</p> <ul style="list-style-type: none"> • Read Zadie Smith, “The Embassy of Cambodia” • Complete Canvas Post by 11:59Pm on Sun
13	Mon 4/27	<p>Migration, Class, and Society in Smith’s, “The Embassy of Cambodia”</p> <p>Reading Due: Zadie Smith, “The Embassy of Cambodia”</p> <p>Assignment Due: Complete Canvas post by 11:59PM on Sun</p>
13	Wed 4/29	<p>The Contemporary Writer and Cultural Critique in Smith’s “Getting in and Out”</p> <p>Reading Due: Zadie Smith, “The Embassy of Cambodia”</p> <p>Homework for Mon 5/4:</p> <ul style="list-style-type: none"> • Read Adrian Tomine, <i>Shortcomings</i> (to end of issue 2) • Complete Canvas post by 11:59PM on Sun
14	Mon 5/4	<p>Writing Race in a “Postracial” Time in Adrian Tomine’s Shortcomings</p> <p>Reading Due: Adrian Tomine, <i>Shortcomings</i> (to end of issue 2)</p> <p>Assignment Due: Complete Canvas post by 11:59PM on Sun</p> <p>Homework for Wed 5/6:</p> <ul style="list-style-type: none"> • Finish Adrian Tomine, <i>Shortcomings</i>”
14	Wed 5/6	<p>Writing Race in a “Postracial” Time in Adrian Tomine’s Shortcomings</p> <p>Reading Due: Finish Adrian Tomine, <i>Shortcomings</i></p>
15	Mon 5/11	<p>Closing up the Semester: Review Units & Prepare for Final</p>

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam	WED 5/13	Final Exam 12:15 to 2:30PM