AL 312.01 SURVEY OF AMERICAN LITERATURE FROM THE LATE 19TH CENTURY

DR. GEORGE H. JUNNE, JR. SUMMER SEMESTER 2026

Tu 23 Tuesday 10:00-11:50	W 23 Wednesday 10:00-11:50	Th 23 Thursday 10:00-11:50	Fr 23 Friday 10:00-11:50

Course Description:
This is an intensive reading course that covers periods that include late Realism (late-1800s) through Naturalism (1900-1914), Modernism (1900-1950), Harlem Renaissance (1920-1940), the Beat Generation (1944-1952) and the Post-Modern/Contemporary (1950-present).

Course Objectives:

- To develop an understanding of American narrative traditions as a fusion or combination of different experiences, beliefs or practices.
- To begin to understand the systematic uses of narrative forms of written traditions, oral traditions, signifying, folklore, visual arts, and music in making the American narrative a unique model.
- To examine the critical connections between historical eras and events and the development of the American narrative.
- To begin to grasp the unique aspects of American literature.
- To understand how gendered, racial and ethnic groups have resisted and struggled to recreate their own cultural identities in relation to each other and leading to both conflict and community empowerment
- To develop a critical understanding of gendered, ethnic and racial identities and how they are constructed and reconstructed by individuals and groups over time and various circumstances.
- To develop and sharpen critical communication skills through observations, discussions and writing skills, evidenced through essay assignments.

Expectations of Students: A narratives class requires substantial verbal, visual and aural efforts! Students are expected to spend 12-18 hours a week reading and understanding the texts, plus other assignments. Students are also expected to take notes in class, as the material will be incorporated in the tests and examinations. Classes will meet on university-designated class days. There are also no early final exams so make sure you will be in class on that day. If there are problems during the semester, leave me a *complete* email message.

Required Text:
Readings will be from the course pack, library reserve and the downloads list.

Course Requirements:

- There will be two examinations and one research (not opinion) paper plus class discussions. The first examination will be the midterm and the second will be the final exam. Class participation is an essential part of this course

and is expected as a normal part of student responsibility. It is required that all assignments be completed before class. Therefore, attendance and participation will affect one's grade. More than three unexcused absences will lower one's grade.

- The paper will be between ten and twelve pages in length, will contain a bibliography *separate* from the ten pages, and will focus on an aspect of American narrative traditions. A minimum of six resources, *outside* of the readings, are required. Any "Wiki" resources will NOT be included in the count! *No biographies will be accepted*. A 500-word formal outline and attached bibliography for the paper is due on July 11. You will not be able to change your topic after that date.
- The on-line discussions will be group discussions, where students will present insights/aspects of the readings on American literature.

Grading:

Midterm	30%
Final	30%
Paper	30%
Participation/Attendance	10%

Attendance:

Attendance will be taken, and the "Participation/Attendance" 10% **will not** be given for poor attendance. Excused absences will be taken care of immediately by you, not days or weeks after the fact. One cannot participate unless one attends class.

Classroom Civility:

- Turn off all electronic devices before coming to class, including computers and cell phones. If you cannot cut your umbilical cord to the outside world for a class period, you should take another class.
- Arrive for class on time and avoid leaving early.
- Remain attentive throughout the entire class session.
- Listen actively and avoid side conversations.
- Demonstrate a respectful attitude toward the instructor and other students.
- If you are absent, find out what you missed from a classmate.

Semester Important Dates:

Classes begin—June 24
Last classes—August 12
Final exams—August 13-15

COURSE READINGS: AL 312.01

The Age of Realism (1850-1900):

- Mark Twain, from *Innocents Abroad*. 7-13
- Bret Harte, "The Luck of Roaring Camp." 14-20
- Charles W. Chesnutt, "The Wife of His Youth." 21-30
- William Dean Howells, excerpt from "Novel-Writing and Novel Reading." 31-33
- Henry James, excerpt from "The Art of Fiction." 34-36
- Paul Laurence Dunbar, "We Wear the Mask" and other poems. 37-41
- Jack London, "To Build a Fire." 42-49
- Mikala Ša (Gertrude Simmons Bonin), from *Impressions of an Indian* Childhood. 50-61

- Frederick Jackson Turner, excerpt from "The Significance of the Frontier in American History." 62-70
- Helen Hunt Jackson, excerpt from *A Century of Dishonor*. 71-73
- Kate Chopin, "Neg Créol." 74-77

The Modernist Era

- Edward Arlington Robinson, "Miniver Cheevy," and other poems. 78-84
- Willa Cather, "Neighbor Rosicky." 85-106
- Amy Lowell, "The Captured Goddess" and other poems. 107-111
- Robert Frost, "Birches" and other poems. 112-119
- Sherwood Anderson, excerpt from *Winesburg, Ohio*. 120-128
- Carl Sandburg, "Chicago" and other poems. 129-130
- William Carlos Williams, various poems. 131-135
- Marianne Moore, "Poetry" and other poems. 136-137
- T.S. Eliot, "The Love Song of J. Alfred Prufrock.". 138-140
- Claude McKay/Jean Toomer, poems. 141-143
- Jean Toomer, excerpt from *Cane*. 144-152
- E. E. Cummings, various poems. 153-156
- Langston Hughes, "The Weary Blues" and other works. 157-163
- Carlos Bulosan, excerpts from *America is in the Heart*. 164-172

The Postmodern/Contemporary Era

- Eudora Welty, "Petrified Man." 173-178
- John Cheever, "The Swimmer." 179-185
- Shirley Jackson, "The Lottery." 186-191
- Ralph Ellison, excerpt from *Invisible Man*. 192-216
- Robert Lowell, various poems. 217-221
- James Baldwin, "Sonny's Blues." 222-237
- Amy Tan, excerpt from *The Joy Luck Club*. 238-245
- Maxine Hong Kingston, "No Name Woman." 246-250
- Simon J. Ortiz, "My Father's Song" and "Busted Boy." 251-252
- Gloria Anzaldua, "How to Tame a Wild Tongue." 253-257
- Leslie Marmon Silko, "Lullaby." 258-261
- Rita Dove, "Banneker" and other poems. 262-265
- Louise Erdrich, "Fleur." 266-273
- Ha Jin, "Children as Enemies." 274-278
- Sherman Alexie, "Navajo Monument Valley Tribal School" and other works. 279-282
- John Edgar Wideman, "Williamsburg." 283-293
- Marjorie Celona, "Counterblast." 294-305

BOOKS (Library Reserve):

- *Walden*, by Henry David Thoreau, library reserve.
- *The Great Gatsby* by F. Scott Fitzgerald, library reserve.
- *The Bluest Eye* by Toni Morrison, library reserve.

Resources:

Academic Search Premier - A multidisciplinary database with many literary, linguistic and anthropological journals. Citations can be saved to a folder and exported directly to RefWorks.

African American Biographical Database - Full-text books on African American lives and culture.

America: History and Life - Citations and abstracts for journal articles, dissertations, and book reviews relating to United States and Canadian history.

Arts and Humanities Citation Index (ISI Web of Science) - An index to scholarly journals which can be searched by topic, author, source, address or by cited reference. The Arts and Humanities Citation Index covers archaeology,

linguistics, architecture, literary reviews, art, literature, Asian studies, music, classics, philosophy, dance, poetry, folklore, radio, television and film, history, religion, language, and theater.

Black Thought and Culture - Contains 619 sources with 246 authors which includes the nonfiction published works of leading African Americans.

Biography Resource Center - Brief biographies from a variety of reference sources.

Book Review Digest - Citations, abstracts and excerpts of reviews of books, as published in periodicals.

Contemporary Women's Issues - Full-text articles from periodicals relating to women and women's issues.

Ethnic NewsWatch - Full-text articles from the newspapers, magazines and journals of ethnic communities in the United States. Most articles are in English, but many from Latino periodicals are in Spanish. Citations can be exported directly to RefWorks.

Expanded Academic Index - Similar to Academic Search Premier (see above). However, no direct export to RefWorks is available.

Historical NY Times - The entire New York Times, searchable, in image files. Time Period Covered: 1851-1999. Citations can be exported directly to RefWorks.

International Index to Black Periodicals - Indexing and abstracting of 150 African, American and Caribbean periodicals, with full text of forty core journals.

JSTOR (full text) - Scholarly journals from many disciplines. From the earliest issue of each journal to between two and five years prior to the present. Therefore, does NOT contain very recent scholarship. Citations can be saved in a text file and imported into RefWorks.

Literature Resource Center - A large collection of literature reference material, including Contemporary Authors, Contemporary Literary Criticism and the Dictionaries of Literary Biography.

MLA International Bibliography - Indexes many articles on film (in addition to literature). Citations can be saved to a folder and exported directly to RefWorks.

Project MUSE - Full-text articles from scholarly journals in the humanities and social sciences published by Johns Hopkins University Press and a few other publishers; searchable by journal issue, author, and keyword. Citations can be exported directly to RefWorks.

Reader's Guide Retrospective - Citations to articles in 600 popular U.S. magazines. Time Period Covered: 1890-1982. Citations can be saved in a text file and imported into RefWorks.

Web of Science - Allows multidisciplinary searches combining arts, humanities, social science and science. Good for seeing who cited whom. Good for academic book reviews. Citations, abstracts, and other information can be saved in a text file and imported into RefWorks.

COMPONENTS OF A RESEARCH PAPER

Dr. George H. Junne, Jr.: Compiler

Research papers usually contain the following elements:

1. Title

2. Abstract: About 50-words incorporating the paper's goals, objectives and a synopsis. Usually written last because it is a short summary of the work.

3. Introduction: Explain the importance of the topic and your expectations of the outcomes. Explain the significance of the research and its value for you and the academic community. It is here you place the thesis statement: "In this paper I will investigate/research/explore/" …. The thesis statement is usually one sentence.

4. Review of the literature: A *summarized* review of previously published works—books, doctoral dissertations, master's theses and journal articles done on your topic and how what you are proposing to research is different. For short papers such as class term papers, this should not be more than a couple paragraphs in which you mention some key writings. What has been already said about the topic, who said it and where was it published?

5. Research design: Explanation of the research model selected and why you will use it. Describe the data and methods of investigation. Also, explain the scope of your investigation. Where did you get the data? Are you conducting interviews, using previously published research, conducting a lab experiment, comparing/contrasting images, using more recent data? What did you do and how did you do it?

6. Research results and discussion: Main body of the paper that describes the research conducted.

7. Conclusion: Summation of significant sections of the research. What did you learn, what were some interesting observations, what questions does it raise for future research?

6. Bibliography/Reference Pages: Materials used to support your research.

To put all of this in simplistic terms, I will use an old military expression: "Tell them what you are going to do, do it, and then tell them what you did."

RAISING SPELLING AND GRAMMAR LEVELS IN YOUR PAPERS

Dr. George H. Junne, Jr.

Most computers have spelling and grammar set at "conversational" levels. For academic purposes, you should raise them to formal or academic levels. Macintosh users can do this fairly easily. In the upper left corner for "Word" move to the right to "Tools" and click. Go down to "Spelling and Grammar" and move right to "Editor" and then click. You are in.

For IBM compatible computers, this is a bit more complicated and might vary.

1) First, open Microsoft Word.
2) Go to the Office icon on the upper left and at the bottom of the menu you should see "Word Options."
3) Click "Proofing."
4) Go to "When correcting spelling and grammar in Word" but before going further, make sure the "Readability Statistics" box is checked.
5) Check "Settings" and make sure *both* words "Grammar and Style" are selected as options.
6) Under the upper part of the menu that says "Grammar", all boxes should be checked.
7) Under "Style," check the following boxes.
    i) Clichés
    ii) Fragments
    iii) Hyphenated and Compound…
    iv) Misused Words
    v) Possessives and Plurals
    vi) Punctuation
    vii) Sentence Length
    viii) Sentence Structure
    ix) Sentences beginning with And,…
    x) Unclear Phrasing
    xi) Verb tenses
    xii) Wordiness
8) Click OK/Save and you are finished.

For Apple computers, this is less complicated.

- First, open Microsoft Word.
- Click anywhere in the document to begin the process.
- Go to "Tools" at the top of the page.
- Click on "Spelling and Grammar" and go to the immediate right and click on "Editor." You will see if there are questions or problems with spelling and grammar.