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Mentoring Hours: T 10-11:15, Th 2:30-3:45

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**English 204(DA): Modern American Literature from 1865 to the Present**  
**M 9:30-10:45, Th 10-11:15 Spring 2021**  
**CRN: 40799**

**Course Description (NCC Catalog):**

This course studies evolving notions of the American individual and American society since the Civil War. Attention is paid to important literary texts and authors, significant historical and political events, and artistic innovations and movements. Writers studied include authors such as: Dickinson, Whitman, Twain, Wharton, Washington, DuBois, Eliot, Hemingway, Faulkner, Ellison, Baldwin, Plath, Rich, Alexie and others. Writing is an integral component of the course.  
SUNY GEN ED-GHUM; NCC GEN ED-WESH, HUM, LIT

**Course Approach:** We will develop questions and perspectives that will help us make sense of the material we are reading and, by association, the material we do not have time to read. In particular, we will organize our studies around how building America impacted and was impacted by political, social and cultural events and shook loose new questions and materials for America to consider. Moreover, we will examine the texts we read in order to learn something about ourselves and the America in which we live.

**Required text:** *The Norton Anthology of American Literature: Vol. Two: 1865 to the Present* Shorter Ninth Edition (2017) ISBN: 978-0-393-26453-1

**Recommended text:** Lunsford, *Easy Writer* (6<sup>th</sup> edition) and a collegiate dictionary  
(Electronic versions of assigned texts can be used as long as they are the equivalent of the texts used in class.)

**Grading, Attendance and Other Class Policies:**

**Grading:** The semester is worth a total of 200 points. A student's final grade will be determined by the following scale: A = 180 and above, B+ = 170 and above, B = 160 and above, C+ = 150 and above, C = 140 and above, D+ = 130 and above, D = 120 and above, F = Below 120.

The assignments for the semester are: Context Work (4), Quizzes (4), & Class Participation/Discussion Board.

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**Class Participation and Discussion Board Work (20 points):** Half (10 pts) of this component concerns attending class regularly (via Zoom meeting), demonstrating preparation for class work, and contributing to class discussion. Meeting with the instructor outside of class for conferences (via one-on-one Zoom or phone conferences) also counts towards this feature of the class.

In addition, half (10 pts) of this component focuses on specific Discussion Board tasks (during and outside of class meetings). Students will ask new questions about texts being studied and look for opportunities to build connections between texts and to current events. For this work, student work may include responses to specific prompts/questions and posts of original content but must include a response to the work of at least 1 classmate. The "Discussion Board" portion of this grade will be determined by how many of these tasks a student completes; full credit requires all tasks to be completed.

**Context Work (120 points total – 30 points each):** Four (4) times during the semester, students will choose a text to examine. For this task ( a mini-documented essay), students will look a specific passage, idea, or argument found in that text and offer analysis and discussion relevant to the work of the class. To support and to develop their analysis and discussion, students must use authorial biographical information,

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literary criticism, and/or other academic database or credible resources. Each assignment should be approx. 2 pages in length, use MLA style documentation, and will be submitted via Blackboard to Turnitin.com. Deadlines are listed on the Class Schedule page; work may be turned in earlier than the dates listed and are subject to the class Revision policy.

**Quizzes (60 points total – 15 points each):** These 5 or 10 question exams may feature multiple choice and/or short answer questions and will be open notebook / open textbook. These questions will be derived from class work and class discussion and will require students to think about the texts they have studied. A student will be able to take each test up to two times; the highest score earned will be recorded as the student's grade. Students will have 1.5 hours to take these tests and will do so via Blackboard.

**Course Policies/Procedures:**

As of the writing of this syllabus, the course will meet in real-time on the dates and during the times listed above via Zoom. All essays, assignments, quizzes, and ungraded work will take place via Blackboard (Bb). **This class will be conducted via remote instruction.** Students must be available to meet via Zoom or other video-conferencing program at the scheduled days and times and must have access to a working, up-to-date computer with consistent access to the internet. In addition, students must be able to create and save documents (.doc, .docx, or .pdf preferred) and to use email to send and retrieve course materials as attachments. At the instructor's discretion this class may also require Blackboard or another shared web-based space such as Google Drive.

Quizzes and Discussion Board work will occur through Blackboard (Bb) and will happen mostly outside of class meeting times. Deadlines will be posted or announced.

**Attendance/Lateness:** Regardless of whether classes are held in-person or remotely, the following policy is in effect: "Students are expected to attend all classes. Absences due to illness or for other serious reasons may be excused\* by the instructor. Students are advised that absences in excess of 10%\*\* of the total class meetings may result in the student being dropped from the course...." (NCC Catalog).

\*Students should not assume that absences have been excused. The instructor reserves the right to make the final determination for distinguishing between excused and unexcused absences. Students wishing to have an absence or absences excused should consult and stay in regular contact with the instructor.

\*\*For the purposes of this class, 10% equals 3 absences. At the discretion of the instructor, students will be marked "ABSENT" if they leave or cease to participate in the Zoom session before the end of the class. Students will be marked "LATE" for any class meeting at which they arrive more than 5 minutes after class begins.

**Class Citizenship and Behavior:** To encourage full involvement from all students in the class, students will be expected to treat classmates with respect and consideration. Classrooms, like communities, work best when all present feel safe. If students engage in personal attacks or behavior that makes other students feel "unsafe", the instructor will remove those students from class for the day or for the semester if they behave consistently in a way as to make the class an "unsafe" place.

Disruptive conduct in the classroom that interferes with the instructor's performance of his/her professional functions or that undermines the integrity of student learning will not be tolerated. Consult the Student Handbook for further details:

[https://collegecatalog.ncc.edu/current/policiesandprocedures/academic\\_info/classroom\\_disruption\\_policy.html](https://collegecatalog.ncc.edu/current/policiesandprocedures/academic_info/classroom_disruption_policy.html)

Students will be expected to turn off and to put away all unnecessary electronic devices. In the case of an emergency, students should notify the instructor that the device must remain "on". If so, the device will be set on "silent" and/or "vibrate".

**Zoom Etiquette:** Class meetings will be conducted through Zoom (a videoconferencing platform). Even though we will not be together in a single room and even though many of us will be accessing class meetings from home, work, or public spaces, I still want to do what we can to create a classroom community that will foster collaborative work and communication. With that in mind, the following policies will apply:

- 1) Students should be dressed appropriately for a public class.
- 2) Students should not be laying down in bed.
- 3) Where/when possible, students should access the class from a private space.
- 4) Where/when possible, students should access the class with video through a computer or Smartphone, especially at the start of class and when participating in class discussion/work.
- 5) Students should use their “mute” function when asked by the instructor.

**Work to be handed in:** All work will be submitted digitally through BlackBoard and/or Turnitin.com and must be double-spaced and have original titles. Students should use MS Word or GoogleDocs for submission of their essays and any other work submitted to Turnitin.com. Students are responsible for saving digital copies of their work in case of the need for Academic Honesty assessment or in case of instructor error.

**No late work or emailed work** will be accepted except by previous agreement with the instructor. If you expect to be absent for a class in which work is due or if you miss class, then please submit your work as per the assignment’s instructions

Students are responsible for arranging to make up missed in-class assignments. Except for extraordinary circumstances, students will be expected to have completed missed in-class assignments the next time they come to class.

**Revision:** Revising written work will play a significant role in the class. In addition to any mandatory revision assignments, Context Works 1-3 may be re-submitted within **one week** of receiving graded work in order to be eligible for a possible change of grade. Additionally, ungraded written work may be revised for possible Class Participation credit.

**Academic Honesty:** Academic honesty is essential to the success of the class and to its students. Plagiarism, cheating, or other forms of academic dishonesty on any assignment will result in failure (a grade of zero) for that assignment and may result in further disciplinary action, including but not limited to failure for the course and dismissal from the college. See the Nassau Community College policy on [Academic Dishonesty & Plagiarism:](http://collegecatalog.ncc.edu/current/policiesandprocedures/academic_info/ac_dishonesty.html)  
[http://collegecatalog.ncc.edu/current/policiesandprocedures/academic\\_info/ac\\_dishonesty.html](http://collegecatalog.ncc.edu/current/policiesandprocedures/academic_info/ac_dishonesty.html).

**Student (Office) Hours:** In general, during Student (Office) Hours, the instructor and the student will work on issues arising out of class content, work, and issues. However, these discussions can also focus on other factors impacting on the student’s performance and ability to succeed in the class and at the college.

Students do not need to make appointments; these meetings will be conducted via Zoom. During these times, students are seen on a first-come, first-served basis determined by when they enter the Zoom “waiting room” using the public link available through the Blackboard. The instructor will “admit” students one at a time unless students choose to be seen together. Students are encouraged to make frequent use of this resource.

Students should also feel free to ask questions via email or via phone and to correspond or to make appointments outside of Student (Office) Hours with the instructor as needed.

**Mentoring Hours:** During Mentoring meetings, the instructor and the student will work on the issues impacting the student’s college experience. Issues may include school/life balance, study skills, transfer, course selection and planning, as well as issues emerging out of specific class experiences.

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These meetings are by appointment only; students should contact the instructor to schedule a meeting. Meetings usually last for approximately 30 minutes, but shorter or longer times can be arranged. All meetings will be conducted via Zoom, and students will receive private Zoom invitations via NCC email.

If the instructor's listed times of availability do not work, then the instructor will work to find alternate times or to find a faculty colleague with whom the student could work.

**Faculty Website:** The instructor may hand out documents/materials for the class in hard-copy. All documents/materials will be posted to the DOCUMENTS section of the instructor's website (see url at top of first page of syllabus) for reading or for downloading; the website is accessible for students from home or from campus computer stations/labs. If a student misses a class, he/she should check the website to see if a new document has been posted for the course before returning to class.

**Writing Center:** Students should avail themselves of tutoring in the writing process available through the Writing Center. The Writing Center offers one-on-one tutoring as well as workshops covering grammar and MLA and APA research and documentation styles. These services should be considered an integral part of the coursework and will help the student master the necessary knowledge and skills for this class. Students may contact the Writing Center at 572-7195 or 516-572-3595, email [wcenter@ncc.edu](mailto:wcenter@ncc.edu), and may submit their work using the online submission form: <https://nccapps.ncc.edu/WritingCenter/>.

**The Center for Students With Disabilities:** "If you have a physical, psychological, medical, or learning disability that may have an impact on your ability to carry out the assigned coursework, I urge you to contact the staff at the Center for Students with Disabilities (CSD), Building U, (516)572-7241, TTY (516)572-7617. The counselors at CSD will review your concerns and determine to what reasonable accommodations you are entitled as covered by the Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973. All information and documentation pertaining to personal disabilities will be kept confidential."

*\*\* REMAINING in this course constitutes your acceptance of the policies, expectations, and responsibilities outlined in this syllabus and stated in the course overview during the first week of class. The syllabus, including the schedule of class assignments and readings, is subject to change at the professor's discretion.\*\**

## English Department Literature Course Goals and Outcomes:

### Course Goals and Outcomes

**Writing Competency:** to produce precise, clear, grammatically-correct, well-developed, and well-organized writing appropriate to academic, social, and occupational fields; **Outcomes:** Students will produce coherent texts within common college level forms and revise and improve such texts.

**Critical Thinking:** to be able to question information and to use reason to determine what to believe or what to do; **Outcomes:** Students will identify, analyze, and evaluate arguments as they occur in their own and others' work and develop well-reasoned arguments.

**Informational Literacy:** to locate, evaluate, and incorporate relevant source materials into the construction of an argument or informed point of view; **Outcomes:** Students will access and utilize basic computer and internet functions, demonstrating appropriate and effective utilization of programs and functions; use basic research techniques, demonstrating appropriate, effective research skills; locate, evaluate, organize, and synthesize information from a variety of sources **on a specific topic to support an argument;** and apply ethical and legal standards for use of source information, demonstrating the application of accepted ethical and legal restrictions on the use of published works.

**Humanities Competency:** to understand the conventions and practices of English Studies; **Outcomes:** Students are able to analyze or interpret texts, ideas, discourse systems, and the human values they reflect.

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**Class Schedule:**

<b>Date</b>	<b>Required Readings</b>	<b>Supplemental Materials (Optional)</b>
<b>Jan 21</b>	Introduction to the course Whitman “Song of Myself” (sections 1 & 2) 13 <sup>th</sup> Amendment ( <a href="#">National Archives</a> or <a href="#">Cornell Law School: Legal Information Institute</a> )2, 6, 10, 15)	
<b>Jan 25</b>	“American Literature: 1865-1914” – “The Gilded Age” (1-3) Whitman, “Song of Myself” (sections 1, 2, 6, 10, & 15) Civil War Amendments (13 <sup>th</sup> – 15 <sup>th</sup> ) <a href="#">National Archives</a> or <a href="#">Cornell Law School: Legal Information Institute</a>	“Reconstructing America” (3-6) “The Literary Marketplace” (6-7)
<b>Jan 28</b>	“Forms of Realism” (8-11) “The ‘Woman Question’” (11-12) “Unseen Forces” (13-15) Jewett, “A White Heron” (434-441)	Morrison, from “Introduction to <i>Adventures of Huckleberry Finn</i> ” (300-302)
<b>Feb 1</b>	Lazarus, “1492” (431-432) & “The New Colossus” (432) Bierce, “Chickamauga” (333-338)	
<b>Feb 4</b>	Howells and <i>from</i> “The Editor’s Study” (579-583) Chopin, “Desiree’s Baby” (442-446) Zitkala-Sa, “The Soft-Hearted Sioux” (660-665)	“Realism and Naturalism” (578-579)
<b>Feb 7</b>	<b>QUIZ 1 DUE</b>	
<b>Feb 8</b>	London, “To Build a Fire” (641-652)	Crane, “The Open Boat” (614-630) “Unseen Forces” (13-15)
<b>Feb 11</b>	Gilman, “The Yellow Wall-Paper” (511-523)	Dreiser, <i>Sister Carrie</i> (Chapter 1: 597-603) James, “Daisy Miller: A Study” (342-382)
<b>Feb 13</b>	<b>CONTEXT WORK 1 DUE</b>	
<b>Feb 15</b>	<b>NO CLASS</b>	
<b>Feb 18</b>	Chestnutt, “The Wife of His Youth” (488-496) Hopkins, “Talma Gordon” (498-509)	James, “Daisy Miller: A Study” (342-382)
<b>Feb 22</b>	Wharton, “The Other Two” Gilman, from “Masculine Literature”	“The Woman Question” (11-12)
<b>Feb 25</b>	<b>NO CLASS</b>	
<b>Mar 1</b>	Washington, <i>from</i> “Up From Slavery: Chapter XIV: The Atlanta Exposition Address” (471-479) Dunbar, “An Ante-Bellum Sermon” (634-636)	“The New American Empire” (15-17)

<b>Mar 4</b>	DuBois, <i>from</i> “The Souls of Black Folk: I – Of Our Spiritual Strivings” (562-567) & III – Of Mr. Booker T. Washington and Others” (568-577) Dunbar, “We Wear the Mask” (636) & “Sympathy”(636-637)	<a href="#">“What to Know about Tulsa Greenwood Massacre” Astor, 20 June 2020 (NYT)</a>
<b>Mar 7</b>	<b>QUIZ 2 DUE</b>	
<b>Mar 8</b>	“American Versions of Modernism” (677-681) “Modernism Abroad and On Native Grounds” (681-683) McKay, “America” (938) & Hughes, “I, Too” (1038) Williams, “Portrait of a Lady” (789) Pound, “A Pact” (799)	<a href="#">The Armory Show of 1913</a> “The Two Wars as Historical Markers” (667-670) “Changing Times” (670-674) “Science and Technology” (674-5)
<b>Mar 11</b>	Hughes, “The Negro Speaks of Rivers” (1037) & “Democracy” (1042-3) Frost, “Desert Places” (747) Stevens, “Snow Man” (777)	Hughes, from “The Negro Artist and the Racial Mountain” (816-18)
<b>Mar 14</b>	<b>CONTEXT WORK 2 DUE</b>	
<b>Mar 15</b>	McKay, “The Harlem Dancer” (936) & “If We Must Die” (937) Williams, “The Red Wheelbarrow” & “This Is Just to Say” (793) Dickinson, “Wild Nights” (88) & “I heard a Fly buzz” (96)	Eliot, “The Love Song of J. Alfred Prufrock” (730-734) & “The Waste Land” (834-846)
<b>Mar 18</b>	Glaspell, “Trifles” (751-761) Stein, from “The Making of Americans” (731-734)	Anderson, “Hands” (763-766) H.D., “Helen” (822) Hemingway, “Hills Like White Elephants” (1032-1035)
<b>Mar 22</b>	Hurston, “Sweat” (950-958) & “How It Feels to Be Colored Me” (958-61) Faulkner, “A Rose for Emily” (1009-15)	O’Neill, “Long Day’s Journey Into Night” (857-934) or <a href="#">“The Hairy Ape”</a>
<b>Mar 25</b>	Cullen, “Yet Do I Marvel” (1054) Wright, “The Man Who Was Almost a Man” (1059-67)	Cummings, “next to of course” (964) & “anyone lived in a pretty how town” (966) Steinbeck, “The Chrysanthemums” (1045-52)
<b>MAR 29</b>	<b>NO CLASS</b>	
<b>Apr 1</b>	Ellison, from <i>Invisible Man</i> (Chapter 1: “Battle Royal”) (1210-20) Lowell, “For the Union Dead” (1298-99)	“American Literature since 1945” (1069-70) “New Readers, New Writers, New Heroes” (1070-78)
<b>Apr 5</b>	Baldwin, “Sonny’s Blues” (1343-1365)	Cheever, “The Swimmer” (1183-91)
<b>Apr 5</b>		
<b>Apr 8</b>	<b>NO CLASS</b>	
<b>Apr 9</b>	<b>QUIZ 3 DUE</b>	
<b>Apr 12</b>	Rich, “Diving Into the Wreck” (1421-1423) Walker, “Everyday Use” (1568-1574)	Plath, “Lady Lazarus” (1444-46) & “Daddy” (1447-49) Sexton, “Sylvia’s Death” (1410-12) & “Little Girl, My String Bean...” (1412-14)
<b>Apr 15</b>	Roethke, “My Papa’s Waltz” (1091) & “The Waking (1093-4) Kingson, from <i>Woman Warrior</i> (“No Name	Bishop, “The Fish” (1108-9) & “One Art” (1115-6)

	Woman”) (1544-53)	
<b>Apr 18</b>	<b>CONTEXT WORK 3 DUE</b>	
<b>Apr 19</b>	Anzaldua, “How to Tame a Wild Tongue” (1558-1567) Lorde, “Coal” (1491-2) & “Black Mother Woman” (1493)	O’Connor, “A Good Man is Hard to Find” (1381-92)
<b>Apr 22</b>	Silko, “Lullaby” (1580-1586) Erdrich, “Dear John Wayne” (1624-25) Alexie, “Pawn Shop” (1679)	Roth, “Defender of the Faith” (1462-83)
<b>Apr 26</b>	Morrison, “Recitatif” (1429-1442) Morrison, from “Introduction” to <i>Adventures of Huckleberry Finn</i> (300-302)	Pynchon, “Entropy” (1520-31)
<b>Apr 29</b>	“Experiment and Play in Twentieth and Twenty-First Century Literature” (1081-84) Trethewey, “Native Guard” (1685-89) & “Photograph: Ice Storm” (1685) Kincaid, “Girl” (1650-51) Harjo, “Call It Fear” (1606-7)	“Creative Non-Fiction” (1641-2) Abbey, “Havasu” (1643-46) Harjo, “White Bear” (1607-8)
<b>May 3</b>	Cisneros, “Woman Hollering Creek” (1614-1622) Spiegelman, from <i>Maus</i> (1588-1604)	
<b>May 6</b>	Lahiri, “Sexy” (1692-1707)	“Literature Now” (1084-86)
<b>May 8</b>	<b>QUIZ 4 DUE</b>	
<b>May 10</b>	Saunders, “CivilWarLand in Bad Decline” (1665-1677) Whitman, from “Song of Myself” (sections 1 & 2)	
<b>May 13</b>	Review	
<b>May 14</b>	<b>CONTEXT WORK 4 DUE</b>	
<b>May 17</b>	Conferences	