Course Description
This course introduces students to the complications of America literature and its history of exploring this nation’s contradictions, trauma, and greatness. By looking closely at how several influential voices tell us their stories about their country, students will delve into a variety of genres, literary periods, and historical contexts, thereby examining the formation of identity from the perspectives of race, gender, and social class.

This course is required for English majors.
Prerequisites: successful completion (grade of C or higher) of ENGL 1101 and ENGL 1102.

Course Goals
• Students will develop the ability to recognize and identify significant achievements in American literature.
• Students will understand the relevant social, historical, and aesthetic contexts of these literary works.
• Students will appreciate the implications of theoretical and critical approaches to such literature.
• Students will develop enhanced cultural awareness and analytical skills.
• Students will demonstrate their command of academic English and of the tenets of sound composition by means of thesis-driven analytical prose.

Program Goals
• Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness (Core Curriculum learning outcomes I).
• Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance. (Core Curriculum learning outcomes III).
• Aesthetic Perspective: Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression (Core Curriculum learning outcomes V).
• This course fulfills the Area C.2 requirement in the core for all students.
• Area C (Humanities/Arts) Learning Outcomes:
  1. To develop the ability to recognize and identify achievements in literary, fine and performing arts;
  2. To have an appreciation of the nature and achievements of the arts and humanities; and
3. To develop the ability to apply, understand, and appreciate the application of aesthetics criteria to “real world” circumstances.

- This course fulfills an Area F requirement for English majors (all tracks) in the core.
- This course fulfills one of the core-level language arts requirements for Middle Grades Education majors.
- This course contributes to the program goal of equipping students with a foundation in literary history and the issues surrounding literary study in contemporary culture.
- This course broadens students' desire and ability to take pleasure in their encounter with literature.

**Section Objectives**

1. To examine American literature in the context of American culture and society
2. To develop the habits of reading a variety of literary forms with concentration and interest
3. To understand the coherence and contradiction inherent in the story of American literature
4. To sharpen and strengthen skills in critical thinking, writing, and speaking through class discussion, presentations, and writing assignments in various modes
5. To develop and encourage independent thinking
6. To experience pleasure in the act of examining texts and exchanging ideas and information with other members of a literary community

Note: A grade of C or higher is required to pass this course.

**Required Texts**

2. *Fight Club*. Dir. David Fincher. (1999). ASIN: B0007DFJOG. (You don’t need to own a copy of the film, but you should plan to have it available to you for repeated viewing. A limited number will be available from the UWG Library on reserve.)

**GENERAL COURSE STATEMENTS AND POLICIES**

**Americans with Disabilities Act**

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

Note: I will do my best to work with the university to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have a registered disability and require accommodation, please notify me with the applicable paperwork. If you have a disability that you have not yet registered, contact Disability Services in 272 Parker Hall at 678-839-6428. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc.

**Credit Hour Policy**
The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

**University of West Georgia Honor Code**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG. Additionally, the student is responsible for all actions originating through his/her computer account and network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

**Plagiarism and Excessive Collaboration Policy**

If a student violates this policy, he/she may receive an F for the assignment or an F for the course (at my discretion). For more about plagiarism, visit [http://www.westga.edu/~engdept/Plagiarism/index.html](http://www.westga.edu/~engdept/Plagiarism/index.html).

**Plagiarism & Academic Honesty:**
The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. (See also *Excessive Collaboration.* ) The University Policies for handling Academic Dishonesty are found in the following documents:

- The Faculty Handbook, sections 207 and 208.0401 ([http://www.westga.edu/~vpaa/handrev/](http://www.westga.edu/~vpaa/handrev/))
- Student Uncatalogue: "Rights and Responsibilities"; Appendix J. ([http://www.westga.edu/handbook/](http://www.westga.edu/handbook/))

**Excessive Collaboration:**
By the end of the term, students should demonstrate the ability to produce independent writing (writing without collaborative assistance of peers, writing tutors, or professionals in the field)
that shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, excessive collaboration (collaboration that results in the loss of a student’s voice/style and original claims to course related work) is considered another form of academic dishonesty and therefore will not be permitted.

**Attendance Requirements**

Your regular participation in this class is a vital part of its success. You are expected to attend every class session regularly. What we cover in class is what you need to know. If you are absent, it is your responsibility to contact another student for an explanation of what was covered. Each student is allotted up to four absences—no more. **Upon the student’s fifth absence, he or she will have two options: 1) withdraw from the class, which will generate a W if done before February 27, 2015—or a WF if after that deadline; or 2) remain on the roll (still attending classes, if so desired) and receive an F for the course/semester.** Therefore, if you suspect that outside responsibilities might cause you to miss more than four classes, then you should consider taking the course at another time. Note: The English Department draws no distinction between excused and unexcused absences.

**Important Attendance Points:**
- Tardies will also be counted as part of the attendance requirements. A student is considered tardy if he/she arrives to class after I do. Note: Two late arrivals will equal one absence.
- Sleeping for any length of time during the class period will be treated as an absence.
- Disruptive behavior at any time during the class period will be treated as an absence.
- In case of absence, you are responsible for keeping up with all assignments, readings, and in-class work. I do not make lecture notes etc. available to students who missed class.
- All assignments are still due on the scheduled date.

**Disruptive Behavior**

Students will be dismissed from any class meeting during which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—but is not limited to—arriving late for class, allowing cell phones to ring, rude actions or behavior, speaking disrespectfully to the instructor and/or to other students, texting, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above. Repeated instances of disruptive behavior will result in judicial processing. For more information, refer to **UWG’s disruptive behavior policy.**

**Role of the Writing Center**

The Writing Center assists all students in the development of their writing skills. Make an appointment with a UWC tutor (well in advance of the assignment due date) and focus on improving your writing. The tutors will not proofread or edit your work, but they will assist you in your endeavor to become a better writer. Become familiar with the Writing Center, check it out, and use it. Its reason for being, its mission, is to work with you and help you become a better writer regardless of your level of ability or proficiency. The Writing Center is located in the Parkman Room, TLC 1201. Or visit the Writing Center online: **UWG Writing Center.**

**Library Instruction Sessions**

Students enrolled in 1000-/2000-level courses, inexperienced researchers, and students needing refresher classes in basic research are strongly encouraged to sign-up for the basic library instruction sessions and online research sessions. Please visit the links below for further information and scheduling:

Online Research:  [http://www.usg.edu/galileo/skills/](http://www.usg.edu/galileo/skills/)
Basic Library Instruction: http://www.westga.edu/~library/nav/stuinstruct.shtml

Department Paperless Policy
As of 2006, the English Department implemented a "paperless" policy in its classrooms. Therefore, most materials (handouts, assignment sheets, notes, etc.) will be made available online—if possible. Students may print these necessary course documents, including the full syllabus, on their home computers or in the computer labs for individual use.

Severe Weather Guidelines for Department of English and Philosophy
The University of West Georgia is committed to the personal safety of its students, faculty, and staff in the event of severe weather. University policy regarding severe weather and emergency closings is posted here: http://www.westga.edu/police/index_2277.php.

Official announcements about class and/or examination cancellations will be made only by the President and/or the Department of Public Relations. Although it is not possible to develop policy to address every weather-related emergency, these guidelines are intended to provide some general direction about such situations.

For immediate severe weather situations, especially when classes are in session, faculty, staff, and students are advised to follow the emergency procedures identified below:

1. Direct occupants to remain in the building and to seek shelter immediately on the lowest level of the building in interior rooms (closet, interior hallway) away from corners, windows, doors, and outside walls;
2. Instruct occupants to not leave the building;
3. Evacuate all offices, rooms or hallways with windows and glass or with exterior walls;
4. Provide assistance to persons with disabilities;
5. Accompany occupants to the nearest designated shelter area in the building;
6. Comply with departmental severe weather policies/procedures;
7. Wait for an “all clear” signal before resuming activity;
8. Occupants will
   a. proceed to the nearest designated shelter area in the building by the closest route;
   b. move quickly but in an orderly manner so that all will arrive safely;
   c. will not attempt to vacate the premises, drive, or seek shelter in cars;
   d. take a seat in the shelter area;
   e. remain cooperative with those in charge; and
   f. wait for an “all clear” signal before resuming activity.

In the event that classes are cancelled or disrupted for less than one calendar week, each professor, at his or her discretion, will make adjustments as needed to cover material missed during those cancelled sessions. This may or may not involve the use of rescheduled or online classes. If the closures exceed a single calendar week, students should contact the Chair of the Department of English and Philosophy at 678-839-6512 or the professor of the class for updated information regarding changes to the schedule in the Department. It is the intention of the Department of English and Philosophy to handle every concern seriously and as effectively as possible.

Paper Format
All out-of-class essays must be submitted according to current MLA format standards.

Penalties for Late Work
Students are responsible for finding out material due date(s) with regard to missed work; if a student is absent on the day out-of-class work is due or if a student is present but does not turn in the work on the
assigned due date, ten points (a full letter grade) will be deducted from the overall grade of the assignment for each calendar day (not class period) that the work is late. If a student finds it necessary to miss class on a day work is due, then the material should be emailed to me on the day work is due in order to avoid any penalty.

**Important Late-Work Points:**
- An essay is late when it is not submitted to me by the time stated in the prompt.
- All late essays will be penalized a letter grade per day late (thus 10 points).
- Unless stated in the prompts, essays will not be accepted for grading one week past the deadline.
- All assignment must be submitted through Turnitin (www.turnitin.com). Technological issues are never acceptable excuses for failing to turn essays in on time.
- If you arrive to class late and miss a quiz, or if you miss a quiz, workshop, or in-class assignment due to an absence, you cannot make it up.
- I do not accept assignments sent to me via email.
- I do not accept any other late work.
- **Failure to submit an essay will result in receiving an F for the course.**

**Extra Credit and Previous Work**
With all of the above in mind, your best method for getting the best grade should be dependent upon your doing all of the essays and work assigned to the best of your ability. Accordingly, remember the following:
- Do not ask for extra credit. There will be none.
- Any work completed for another course will not be accepted in this course.

**Discussion of Work**
I will not discuss an individual’s grade during a class session or in front of other students. Please visit me during my office hours or make an appointment to discuss your work—or other questions you have. For several reasons, I refuse to discuss any work until the day after I have handed back the assignment. This interval gives you the opportunity to look at my comments and to generate specific questions about improving your essay. On your graded essays, you will see my notes in the margins to help you—make sure you read what I’ve written before you come to see me!

**Office Consultations**
Students who seek help outside of class, either from me or the Writing Center, are usually the most successful. An office consultation, whether it is conducted during scheduled office hours or during a scheduled appointment, is a time for you to meet with me to discuss very specific issues, (i.e., a specific essay, a specific in-class or out-of-class assignment, a specific grade, a specific concern as it relates to your writing, etc.) When you schedule an office consultation, you should come in prepared. Please do not come in, for example, with an essay and say you just want to “go over it.” In order for me to be able to give you the help you need, you need to be specific. For example, if you have an essay you are concerned about, write down exactly what concerns you, (i.e., thesis statement, paragraph development, comma splices, proper MLA format, etc.) This list will give us some guidelines during our consultation and will help to generate discussion. Be aware that an email asking questions about an essay cannot replace an actual meeting with me during office hours. It is very difficult to respond to your questions and your needs by only responding to an email, especially if your questions are general. I welcome any email correspondence you wish to have with me; however, this type of correspondence is best used only when you have a very specific question that doesn't require an extended discussion.

**Other Important Consultation Points:**
- I will not proofread an essay for you; that step is part of your writing process.
I will not review entire drafts that are emailed to me; instead, you must schedule an appointment during office hours to discuss specific issues with your draft. You are also not allowed to meet with me about an essay on the day it is due; thus all office consultations must occur prior to the essay due date.

**Scoring and Grading**
The following chart will be used when calculating your numerical grade at the end of the semester with regard to letter grades received on out-of-class essays (and I will, at times, split grades to indicate work that falls between two categories. For example, a B+/A- on an out-of-class essay translates numerically to an 89, while an A-/B+ translates to a 91; or for in-class essay, a 3/2 translates to a 82, while a 2/3 translates to a 78).

<table>
<thead>
<tr>
<th>Out-of-class Writing Grade Equivalents</th>
<th>In-class Writing Grade Equivalents</th>
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<tbody>
<tr>
<td>A+ = 98</td>
<td>Writing Grade</td>
</tr>
<tr>
<td>A = 95</td>
<td>4</td>
</tr>
<tr>
<td>A- = 92</td>
<td>3</td>
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<tr>
<td>B+ = 88</td>
<td>2</td>
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<tr>
<td>B = 85</td>
<td>1</td>
</tr>
<tr>
<td>B- = 92</td>
<td>0</td>
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<tr>
<td>C+ = 78</td>
<td></td>
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<td>C = 75</td>
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<tr>
<td>C- = 72</td>
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<tr>
<td>D+ = 68</td>
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<tr>
<td>D = 65</td>
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</tr>
<tr>
<td>D- = 62</td>
<td></td>
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<tr>
<td>F = 55</td>
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**Communication and E-mail Policy and Etiquette**
University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

Thus, according to university policy and the Family Educational Rights and Privacy Act (FERPA), I can only accept and answer emails you send me from either your official West Georgia email account (you can access this remotely through webmail or through “MyUWG”) or your CourseDen account.

I expect you to be a professional in all communications with me. Following email etiquette, and observe the basic rules of politeness and formality in email messages:

- Any message should begin with an address line (e.g. “Dear Mr. McRae”)
- Use polite and appropriate language, as well as reasonably edited prose (i.e. complete sentences, correct spelling, no text-messaging lingo, etc.)
- Always sign off your email with your name, followed by your class and section number.

**Communication and Feedback Expectations for this Class**

<table>
<thead>
<tr>
<th>Course Email</th>
<th>Contact me primarily via at <a href="mailto:rmcrae@westga.edu">rmcrae@westga.edu</a> from your MyUWG account. This will allow us to maintain security and keep a credible record for correspondence. However, you may also email me through the CourseDen D2L email account in this course. Note: As per federal law, I cannot respond to emails from any other accounts or addresses.</th>
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<tbody>
<tr>
<td>My Response</td>
<td>For email: If you ask direct questions via email, I will get back with you within one business day. (Response times will be longer on the weekend).</td>
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<tr>
<td><strong>ASSIGNMENTS</strong></td>
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<tr>
<td><strong>1. Daily Quizzes and Writing Responses – 15%</strong></td>
<td>Quizzes (announced and unannounced) along with in-class and out-of-class writing responses will be given weekly; these exercises and assignments may take the form of short explications or brief analytical responses to questions on the text being discussed.</td>
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<tr>
<td><strong>2. Response Essays – 30%</strong></td>
<td>Two 3- to 4-page essays, worth 15% each, will deal with analyses of chosen literary works and based on a range of topics from class discussion. Note: Failure to submit an essay will result in a failing grade for the course.</td>
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<tr>
<td><strong>3. Modern Mashup Presentation – 15%</strong></td>
<td>You will undertake intensive background research on a particular text or genre during the semester, using a modern text (as in, occurring within the last 30 years) of your choice as a comparative example. You will present your findings in a 5-7 minute oral presentation with a written Works Cited page (submitted to Turnitin). Topics are located on the syllabus and written in red. See CourseDen for details.</td>
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<tr>
<td><strong>3. Mid-Term Exam – 20%</strong></td>
<td>The mid-term exam includes identifications, explication, and concise analyses of passages from texts we have read and discussed in class up until the date of the exam.</td>
</tr>
<tr>
<td><strong>4. Final Exam – 20%</strong></td>
<td>The final exam will include identifications, explication, and concise analyses of passages from texts we have read and discussed in class since the mid-term exam.</td>
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CLASS SCHEDULE

Changes or additions to the readings may occur throughout the semester. These will be announced in class and/or through email.

Note: All assignments, including readings, are to be completed by/for the date listed in the schedule. Unless otherwise indicated, all readings listed below are from *The Norton Anthology of American Literature*, Shorter Eighth Edition.

Week 1: Welcome to America, Puritans
- T 01/06: Introductions and syllabus; identity in modern America
  - R 01/08: Read Anne Bradstreet: bio (110), “The Prologue” (111-2), “The Author to Her Book” (119), “To My Dear and Loving Husband” (120), and “Here Follows Some…” (122-3)
    - McRae’s Presentation: Conflicted Puritanism
Week 2: How to Be an Enlightened American
- T 01/13: Read Benjamin Franklin: bio (234-6) and *Autobiography*, part I (248-92)
  - Presentation #1: My face is on the C-note; you know that, right?
- R 01/15: Read *Autobiography*, part II (293-308)
  - Presentation #2: Perfecting the Self
Week 3: Voices of Reason and Rebellion
  - Presentation #3: What’s a Slave to Do?
- R 01/22: Read William Apess: bio (498-9) and “An Indian’s Looking-Glass…” (499-504) and Frederick Douglass: bio (934-8) and “What to the Slave is Fourth of July?” (1002-5)
  - Presentation #4: Apess’ Rhetorical Reproach
  - Presentation #5: So tell us what you really think, Mr. Douglass.
Week 4: Romantic with a big “R”
- T 01/27: Read Edgar Allan Poe: bio (683-7), “The Raven” (688-91), and “The Tell-Tale Heart” (714-8)
  - Presentation #6: What does madness reveal in “The Raven”?
  - Presentation #7: Obsession, obsession, obsession in “The Tell-Tale Heart”
- R 01/29: Read Nathaniel Hawthorne: bio (603-6) and “The Birth-Mark” (645-56); assign topics for Essay #1
  - Presentation #8: Science is good and all, but...
Week 5: Looking for a Higher Self
- T 02/03: Read Ralph Waldo Emerson: bio (505-8) and “Self-Reliance” (549-66)
  - Presentation #9: Transcendentalism in three easy steps
  - Presentation #10: Non-Conformity and the Defining Self
- R 02/05: Read Walt Whitman: bio (1005-9) and excerpts from “Song of Myself” (within 1024-67), stanzas 1, 48, 51, & 52
  - Presentation #11: “I celebrate myself, and sign myself”
  - Presentation #12: “Do I contradict myself?”
Week 6: The Rise of Realism
- T 02/10: Essay #1 due
- R 02/12: Read Emily Dickson: bio (1189-93), 236 (1196), 260 (1197), 340 (1199-1200), 359 (1203), 373 (1204-5), 519 (1207), 598 (1208), & 1263 (1213)
  - Presentation #13: Finding God in Dickinson’s Poetry
  - Presentation #14: What’s with all the dashes?
Week 7: All the Single Ladies
- T 02/17: Read Kate Chopin: bio (1604-5) and “The Story of an Hour” (1609-11)
  - Presentation #15: Societal Norms and Gender Roles
- R 02/19: Read Charlotte Perkins Gilman: bio (1668-1669) and “The Yellow Wall-paper” (1669-1681)
  - Presentation #16: Realistic Psychosis
Week 8:
- **Presentation #17:** What’s realistic and Realistic
  - **T 02/24:** Prep. for mid-term exam
  - **R 02/26:** Mid-Term Exam – bring a large Blue Book along with black or blue ink pen only.
  - **F 02/27 – Last Day to Withdraw with a Grade of W.** Students withdrawing from full term courses after midnight will be awarded a grade of WF. Note: A WF grade is calculated as an F in the GPA.

Week 9: Modernism, the Jazz Age, and the Harlem Renaissance
- **T 02/24:** Read Langston Hughes: bio (2221-2222), “The Negro Speaks of Rivers” (2222-2223), “I, Too” (2223-2224), “Salvation” (PDF in CourseDen), and “Harlem” (PDF in CourseDen)
  - **Presentation #18:** Double Consciousness in Hughes’ Poetry
  - **Presentation #19:** Hughes’ “Salvation” and Hypocrisy
- **R 02/25:** Read Zora Neale Hurston: bio (2123-4) and “How It Feels to Be Colored Me” (2124-2127); assign Short Response #2

**Spring Break: March 16-20**

Week 10: Experimentation and Expectations
- **T 03/10:** Read E. E. Cummings: bio (2135-6), “Buffalo Bill’s” (2138), and “next to of course god america i” (2138-9)
  - **Presentation #21:** What’s so important about Buffalo Bill anyway?
  - **Presentation #22:** Poetic Form in Modernism
- **R 03/12:** Read Tennessee Williams: bio (2297-300) and A Streetcar Named Desire, scenes 1-5 (2300-33);
  - **Presentation #23:** Representations of the Old South
  - **Presentation #24:** New Orleans as a Character

Week 11:
- **T 03/24:** Read A Streetcar Named Desire, scenes 6-11 (2333-2361)
  - **Presentation #25:** Stanley...predator or prey?
  - **Presentation #26:** Blanche...bless her heart
- **R 03/26:** Read N. Scott Momaday: bio (2647-8) and excerpt from The Way to Rainy Mountain (2648-57);
  - **Presentation #27:** Reviving the Oral Tradition
  - **Presentation #28:** Loss and Recovery

Week 12:
- **T 03/31 – Class cancelled in lieu of Honors Convocation**
- **R 04/02:** Read Yusef Komunyakaa: bio (2721-2), “Facing It” (2722-3), “Grenade” (PDF in D2L), and “Thanks” (PDF in D2L)
  - **Presentation #29:** Walk us carefully through “Facing It”
  - **Presentation #30:** War, Trauma, and American (Un)Certainty

Week 13: Manly Men Doing Masculine Things
- **T 04/07:** Watch Fight Club for today
- **R 04/09:** Fight Club (cont.)

Week 14
- **M 04/14:** Student course evaluations; prep. for final exam
- **W 04/16:** Essay #2 due

Week 15
- **T 04/22:** Final Exam from 2:00-4:30 p.m.