

English 4740  
Spring Term, 2013  
University of Georgia

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**Literature of the American South**  
*Schedule of Assignments*

*For the first few weeks, most readings will come from the course booklet, which is available for sale at Bel-Jean copy center on Broad Street across from campus. This booklet is a required text for the class.*

Required book-length texts (available at the UGA bookstore):

William Faulkner, Absalom, Absalom!  
Richard Wright, Uncle Tom's Children  
Tennessee Williams, A Streetcar Named Desire  
Zora Neale Hurston, Their Eyes Were Watching God  
Eudora Welty, A Curtain of Green  
Erskine Caldwell, Tobacco Road  
Robert Penn Warren, All the King's Men  
Ernest Gaines, The Autobiography of Miss Jane Pittman  
Cynthia Shearer, The Celestial Jukebox

JANUARY

Tu8 Introduction: The Oral Tradition - Chitimacha Creation Story; Eudora Welty: "Why I Live at the P.O." (online, ELC)

Th10 Captain John Smith: from "A Description of New England" and accounts of Pocahontas; William Byrd II: from The History of the Dividing Line; Augustus Baldwin Longstreet: "The Horse Swap"; George Washington Harris: "Parson John Bullen's Lizards"; "Mrs. Yardley's Quilting"; Thomas Bangs Thorpe: "The Big Bear of Arkansas"; Johnson Jones Hooper: from Some Adventures of Captain Simon Suggs, "A Portrait of the Captain" and "The Captain Attends a Camp Meeting" (all in Course Booklet, hereafter abbreviated as (CB)).

Tu15 Frederick Douglass: from Narrative of Frederick Douglass (CB)

Th17 Henry Timrod: "Sonnet: I Know Not Why"; "Ethnogenesis"; "The Cotton Boll"; "Literature in the South"; Sidney Lanier: "Thar's More in the Man Than Thar is in the Land"; "Song of the Chattahoochee"; "Evening Song"; "The Marshes of Glynn" (CB)

Tu22 Paul Laurence Dunbar: "Ode to Ethiopia"; "The Corn-Stalk Fiddle"; "The Master Player"; "A Banjo Song"; "We Wear the Mask"; "When Malindy Sings"; "The Poet"; "Douglass"; "Booker T. Washington"; "To the South: On Its New Slavery"; Thomas Nelson Page: "Marse Chan" (CB)

Th24 Kate Chopin: "Desiree's Baby"; Joel Chandler Harris: "The Wonderful Tar-Baby Story"; "Why Mr. Possum Loves Peace"; "How Mr. Rabbit was Too Sharp for Mr. Fox"; "The Story of the Deluge and How it Came About"; "Mr. Rabbit Grossly Deceives Mr. Fox"; "Mr. Rabbit

Finds His Match at Last” (CB); George Washington Cable: “Jean Ah-Poquelin” (online, ELC)  
Tu29 Henry Woodfin Grady: “The New South”; Henry Louis Mencken: “The Sahara of the  
Bozart”; William Faulkner: Absalom, Absalom!\*

Th31 Absalom

FEBRUARY

Tu5 Absalom

Th7 Richard Wright: Uncle Tom’s Children\*

Tu12 Uncle Tom’s Children

Th14 Tennessee Williams: A Streetcar Named Desire\*

*First Paper is due at the start of class today*

Tu19 Zora Neale Hurston: Their Eyes Were Watching God\*

Th21 Their Eyes

Tu26 Eudora Welty: “Petrified Man” and “Keela, the Outcast Indian Maiden” in A Curtain of  
Green (Other stories in this collection will be choices for first paper topics)

Th28 *Midterm Examination*

MARCH

Tu5 Erskine Caldwell: Tobacco Road\*

Th7 Tobacco Road

*Spring Break*

Tu19 Robert Penn Warren: All the King’s Men\*

Th21 All the King’s Men

Tu26 All the King’s Men

Th28 Flannery O’Connor: “A Good Man is Hard to Find”; “Good Country People” (CB)

APRIL

Tu2 Ernest Gaines: The Autobiography of Miss Jane Pittman\*

Th4 Miss Jane Pittman

Tu9 Cynthia Shearer, The Celestial Jukebox\*

Th11 The Celestial Jukebox

Tu16 The Celestial Jukebox

Th18 Alice Walker: “Everyday Use”; Ellen Gilchrist: “In the Land of Dreamy Dreams”; Barry  
Hannah: “Midnight and I’m Not Famous Yet” (CB)

*Paper Two is due at the start of class today*

Tu23 The Poetry of Brenda Marie Osbey (online, ELC)

Th25 The Poetry of Natasha Trethaway (online, ELC).

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**Note: Texts accompanied by an asterisk are book-length selections, and all students are  
expected to purchase a copy of each. Some texts, as noted, will be posted online (ELC).**

**ASSIGNMENTS AND GRADE DISTRIBUTION**

Midterm Exam: 20%

Final Exam: 20%

First Essay: 20%

Second Essay: 20%

Quizzes: 10%

Class Participation: 10%

**Exams:** The midterm and final exams will consist of a series of short answer and essay questions asking you to demonstrate your knowledge of the texts, your analytical capacity, and your ability to make connections from one author to another (all essay questions will involve comparison and contrast of texts).

**Essays:** Each student will write two 5 page essays that demonstrate an ability to analyze texts and to make connections between texts. You should at all costs avoid simply summarizing the plots of the works under discussion. Rather, a successful essay will be organized around a strong *thesis*—a central argument about theme, character, ideology, and so on - that you support through close analysis of your primary text(s). The second paper will involve research. Full details about these exercises will be provided in the “Course Information” document.

**Quizzes:** In order to help you keep up with the reading and review for exams, we will have short reading quizzes on the first day we consider a longer text. These dates are marked on the syllabus with an asterisk (\*). Quizzes will typically consist of 4 questions worth 25 points each. If you are absent for a scheduled quiz, you will receive a grade of zero; these assignments cannot be made up.

### **OTHER INFORMATION**

**A Note on Class Discussion:** As noted, 10% of your grade will be based on my evaluation of your participation in our discussions. While I will often lecture for a portion of the class, especially as we begin a new text, the bulk of our class time will involve our discussions of the works. The livelier and more insightful these discussions are, the more we’ll all learn about the works we consider, and the better prepared you will be to generate original ideas and make interesting connections among the texts—crucial skills for the exams and for the final essay.

**Plagiarism:** "Plagiarism' is defined as the unacknowledged inclusion of someone else's words, structure, ideas, or data. When a student submits work as his/her own that includes the words, structure, ideas, or data of others, the source of this information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. Failure to identify any source (including interviews, surveys, etc.), published in any medium (including on the internet) or unpublished, from which words, structure, ideas, or data have been taken, constitutes plagiarism." I remind you that UGA requires instructors to report all academic misconduct violations; if I detect plagiarism, I do not have the option of letting students off with a warning or lowering their grade on a particular assignment.

**Late Papers and Missed Exams:** Late papers will not be accepted. Students must be present on the day of the midterm and final exams in order to be able to take those tests, and completion of each of these exercises is a required component for passing the course. Students requesting exam rescheduling for illness, family emergency, or other similar reasons must provide documentation from their college counselor.

**Attendance:** Students will be allowed 5 absences. Note: that's not five "free cuts" plus any number of absences for illness, family emergency, or university events. That's five, total. The student's final grade will be affected by excessive absences, as they have an impact on class participation assessment. You should, however, strive to be here for *all* classes if you expect to garner a top grade in this class.

### **Laptop Computers**

Students may use laptops to take notes; however, students who check email, play computer games, and so on during class, will be required to leave laptops at home.

### **Electronic Gadgets**

When you come to class, turn off your cell phone, your pager, your two-way messenger, and whatever other gadgets you keep on your person. (*Note:* "Off" does **not** mean "vibrate" or "silent." It means "off.") If your phone rings during class, the instructor will answer it for you and engage the caller in a very public and, in all likelihood, embarrassing conversation. *No texting during class!*

### **Services and Resources**

If you have a disability that may have some impact on your work in this class and for which you may require accommodation, please see a staff member in the Office of Disability Services so that such accommodations can be considered. Students who receive accommodation letters should meet with me to discuss the provisions made as soon as possible.