

**English 4400: Modern and Contemporary  
Authors**

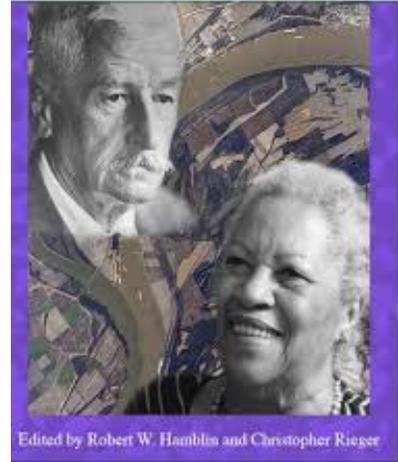
**Faulkner and Morrison**

**Tues/Thur, 9:45-11:00  
Phillips 114**

**Dr. Kirstin L. Squint**  
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214 Norcross Hall  
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**Office Hours: Mon. & Wed.: 9:30-11:30, Thur.: 1:00-2:00**

**Faulkner and Morrison**



**Required Texts:**

Faulkner, William. *Light in August*

---. *Absalom! Absalom!*

Morrison, Toni. *Sula*

---. *Song of Solomon*

---. *Jazz*

There will also be a number of readings provided on Blackboard.

**Catalogue Description:** In-depth study of the works of 1-2 significant authors from 1900 to the present. Four credit hours. Prerequisites: ENG 2200

**Semester Focus:** We will read several novels authored by William Faulkner and Toni Morrison, two of the most significant figures of twentieth-century American literature. We will consider their works in light of their historical and cultural contexts and as models of modernist and postmodernist styles. We will also investigate issues of region, race, and diaspora, in light of each authors' differing representations. Over the course of the semester our class discussions will cycle around questions such as "What makes a modernist text?"; "What makes a postmodernist text?"; "What is Southern literature?"; "In what ways is Morrison a literary heir (or not) to Faulkner?"; "Is Morrison a Southern writer?"; "Whose vision of region, race, or diaspora do we find most compelling?". In addition to the assigned novels, we will be reading and blogging about critical articles on Faulkner and Morrison, which will be available on Blackboard.

**4<sup>th</sup> Hour:** This course meets for fifty minutes three times per week or for seventy-five minutes two times per week. In the additional required time, students will complete

regular online assignments (using Blackboard, websites, podcasts, wikis, online media, and other resources) and occasional out-of-class assignments (film screenings, play performances, author readings, or similar activities).

**Course Objectives:**

- Engage in informed, active reading, bringing to bear a broad base of literary, historical and cultural knowledge;
- Read critically a wide range of literary texts, with an awareness of the theoretical assumptions behind various interpretive strategies, and the ability to choose appropriate methods of inquiry and to formulate clear questions;
- Apply a variety of reading strategies, combining critical detachment with the intellectual, imaginative, and emotional engagement necessary for appreciation;
- Write clear, well-reasoned prose for a variety of situations, for a variety of audiences and support their arguments with appropriate, thoughtfully analyzed evidence
- Converse articulately about texts and interpretations, understanding that interpretation is often a dialogic, collaborative process.

**Grading:** Students in section 4400-01 will be assessed as follows:

Blogs: 20%  
Discussion Boards: 5%  
Midterm Essay: 15%  
Researched Critical Analysis: 40%  
Final Exam Presentation: 20%

Students in section 4400-02 (Honors) will be assessed as follows:

Blogs: 20%  
Discussion Boards: 5%  
Midterm Essay: 15%  
Researched Critical Analysis: 40%  
Independent Reading/Research Project Wiki: 10%  
Final Exam Presentation: 10%

A: 90-100	A+ 98	C+ 78
B: 80-89	A 95	C 75
C: 70-79	A- 91	C- 71
D: 60-69	B+ 88	D+ 68
F: 59 and below	B 85	D 65
	B- 81	D- 61

**Attendance Policy:** This literature class is a community. As such, its success depends greatly on the participation of *all* its members – instructor *and* students. This course employs collaborative learning techniques – such as discussion, peer responses, and group work – to help students analyze texts and concepts. The structures, assignments, and assessment procedures of these courses encourage regular and active attendance. **There is a point at which a student’s absences simply prohibit him or her from being a true member of the class; i.e., from fully engaging in the course work. For this class, that point is *three absences* for the semester. Exceeding these numbers will result in involuntary withdrawal from the course.**

**Late Work Policy:** Homework, essays, and other coursework should be turned in by the assigned due date. I will accept work up to one class period late; however, all late work will receive a 10% grade reduction. I will not accept work after this point. In general, quizzes and exams cannot be made up; however, in extreme cases, I may provide an opportunity for a makeup exam. In order to receive an opportunity to make up a test, I must be contacted **prior to or on the day of the exam** to schedule the makeup.

**Statement on Academic Honesty and Responsibility:** In this class you will learn how to work with sources in informed and ethical ways. However, when a student’s actions are meant to deceive the audience –when the actions constitute intentional plagiarism– then the student demonstrates a deep disregard for the academic processes that govern the construction and mediation of knowledge. Please review the University Honor Code in the Student Handbook. It remains your responsibility to engage in course work ethically and honestly.

**Students with Disabilities:** Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4<sup>th</sup> Floor Smith Library. A student’s need for accommodations must be made at the beginning of a course. Accommodations are not retroactive.

**Work with a Writing Tutor:** The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations during various hours throughout the day, Sunday through Thursday. Go to <https://highpoint.mywconline.com/> to make an appointment. Appointments can only be made through the online portal.

Writing consultants do not proofread or edit students’ papers *for* them, but they do work *with* students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact the Writing Center Director, Dr. Leah Schweitzer, at [lschweit@highpoint.edu](mailto:lschweit@highpoint.edu) or (336) 841-9106.

**Get Research Assistance 24/7:** Need help developing a research question? Finding and evaluating information? Citing sources? Ask a librarian! HPU's excellent librarians can help you develop your research and information literacy skills. They're available at Smith Library (open 24/7) and the UC Learning ComTues (open 24/5). You can also call, email, text, or chat with a librarian online 24/7. Check out the HPU Libraries' website at <http://library.highpoint.edu> to contact a librarian, to find resources through the library catalog, to access library databases, and more.

### **SACS Accreditation**

The Southern Association of Colleges and Schools requires that you work two hours outside of class for every hour inside of class. This class meets for 90 minutes twice a week for a total of 180 minutes, so expect your outside workload to be about 360 minutes per week.

### **Tentative Course Schedule (Check Blackboard daily for updates.)**

Week 1 (8/25-8/29)

Tue: Introduction to the course

Homework: Read ch. 1-3, *Light in August*

Thur: Discuss assigned reading

Homework: Read ch. 4-6, *Light in August*

**4<sup>th</sup> Hour Reading:** Nobel Prize Award Ceremony Speeches: Faulkner and Morrison

Week 2 (9/1-9/5):

Tue: Discuss assigned reading

Homework: Read ch. 7-8, *Light in August*

Thur: Discuss assigned reading

Homework: Read ch. 9-11, *Light in August*

**Blog #1 due by midnight**

Week 3 (9/8-9/12):

Tue: Discuss assigned reading

Homework: Read ch. 12-13, *Light in August*

Thur: Discuss assigned reading

Homework: Read ch. 14-16, *Light in August*

**Blog #2 due by midnight**

Week 4 (9/15-9/19):

Tue: Discuss assigned reading

Homework: Read pp. ch. 17-18, *Light in August*

Thur: Discuss assigned reading  
Homework: Read ch. 19-21, *Light in August*  
**4<sup>th</sup> Hour Reading:** "The Strange Career of Joe Christmas"

Week 5 (9/22-9/26):  
Tue: Discuss assigned reading  
Homework: Read pp. ch. 1-3, *Absalom, Absalom!*

Thur: Discuss assigned reading  
Homework: Read ch. 4-5, *Absalom, Absalom!*  
**Blog #3 due by midnight**

Week 6 (9/29-10/3):  
Tue: Discuss assigned reading/Midterm Essay Assignment  
Homework: Read ch. 6, *Absalom, Absalom!*

Thur: Discuss assigned reading/Discuss Midterm Essay  
Homework: Read ch. 7, *Absalom, Absalom!*  
**4<sup>th</sup> Hour Reading:** "Peripatetic Modernism, or Joe Christmas's Father"

Week 7 (10/6-10/10):  
Tue: Discuss assigned reading  
Homework: Read ch. 8, *Absalom, Absalom!*

Thur: Discuss assigned reading  
Homework: Read ch. 9, *Absalom, Absalom!*

Week 8 (10/13-10/17):  
Tue: **Midterm Essay Due**/ Discuss assigned reading  
Homework: Read Part One, *Sula*

Thur: Discuss assigned reading  
Homework: Read Part Two, *Sula*  
**Blog #5 due by midnight**

Week 9 (10/20-10/24): **FALL BREAK**

Week 10 (10/27-10/31):  
Tue: Discuss assigned reading  
Homework: Read ch. 1-2, *Song of Solomon*

Thur: Discuss assigned reading

Homework: Read ch. 3-4, *Song of Solomon*

**4<sup>th</sup> Hour Reading:** "Toni Morrison and the Anxiety of Faulknerian Influence"

Week 11 (11/3-11/7):

Tue: Discuss assigned reading

Homework: Read ch. 5-7, *Song of Solomon*

Thur: Discuss assigned reading

Homework: Read ch. 7-10, *Song of Solomon*

**Blog #6 due by midnight**

Week 12 (11/10-11/14):

Tue: Discuss assigned reading/Discuss Research Projects

Homework: Read ch. 11-15, *Song of Solomon*

Thur: Discuss assigned reading

Homework: Read pp. 3-51, *Jazz*

**Blog #7 due by midnight**

Week 13 (11/17-11/21):

Tue: Discuss assigned reading

Homework: Read pp. 53-114, *Jazz*

Thur: Discuss assigned reading

Homework: Read pp. 117-184, *Jazz*

**4<sup>th</sup> Hour Reading:** "Riff, Refrain, Reframe: Toni Morrison's *Song of Absalom*"

Week 14 (11/24-11/28):

Tue: Discuss assigned reading

Homework: Read 187-229, *Jazz*

Thur: Discuss assigned reading

Homework: Work on research

**Blog #8 due by midnight**

Week 15 (12/1-12/5):

Tue: Library Research Day

Homework: Work on research

Thur: Instructor-Student Conferencing

Homework: Complete research papers

**Blog #9 due by midnight**

Week 16 (12/8-12/12):

Tue: **Research Papers Due**/Final Exam Review  
Homework: Prepare for Final Exam Presentation  
**Blog #10 due by midnight**

**Final Exam: Friday, 12/12, 8:00-11:00 a.m.**