

AML3311-03: Major Figures in American Literature

“The Lost Generation”

Instructor: Adam R. McKee

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Days: MTWR

Time: 2:00-3:30 pm

Office: WMS 321

Office Hours: 1:00-2:00 pm MTWR

“You are all a lost generation.”

When Ernest Hemingway published *The Sun Also Rises* in 1926, the novel contained the above quote as an epigraph. This quote (attributed to Gertrude Stein, but derived from her mechanic) finally gave name to the movement in literature that had dominating post-World War I American Literature. This group contained writers such as Hemingway, Stein, F. Scott Fitzgerald, John Dos Passos, Malcolm Cowley, Hart Crane, Djuna Barnes, and (though less often included) T.S. Eliot and Ezra Pound. The term has become synonymous with a group of American expatriate writers who came of age during World War I and became literary figures during the following years, but can also be used to refer to the entire post-World War I generation. Many of these figures (Hemingway, Dos Passos) had seen the chaos of the war, but not all. This group was “lost” because of the alienation they felt for American culture and the fact that the values they had grown up with no longer functioned in a world that existed after the war.

This course will begin with an introduction to the Lost Generation as a movement before moving through works by Ernest Hemingway, Gertrude Stein, Hart Crane, T.S. Eliot, F. Scott Fitzgerald, and John Dos Passos. Additionally, we will look closely at the modernist artistic climate (especially visual arts) and the role that they played in the group’s formation.

Required Texts:

- Ernest Hemingway, *In Our Time*
- Gertrude Stein, *Three Lives* (we will only read “Melanctha”)
- Hart Crane, *The Bridge* (pdf on blackboard)
- T.S. Eliot, *The Waste Land* (pdf on blackboard)
- F. Scott Fitzgerald, *Tender is the Night*
- John Dos Passos, *Manhattan Transfer*
- Additional material posted on blackboard

Plagiarism:

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Department and the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to

aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work (or your own) or any part thereof, be it published or unpublished, as one's own."

Civility:

I will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While I do not disagree that you each have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. Disruptive behavior includes the use of cell phones or any other form of electronic communication during the class session (e-mail, web-browsing). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility.

ADA:

Students with disabilities needing academic accommodations should in the FIRST WEEK OF CLASS 1) register with and provide documentation to the Student Disability Resource Center (SDRC) and 2) bring a letter to the instructor from SDRC indicating the need for academic accommodations. This and all other class materials are available in alternative format upon request.

Gordon Rule / W courses and syllabus statement:

This is a "Gordon Rule" course (also known as a course with a "W" designation). Gordon Rule courses are designed to fulfill the statewide Gordon Rule requirement, which requires students to take and pass a course that is writing-intensive: officially, this means that students must write 3000 words during the semester.

In order to fulfill FSU's Gordon Rule "W" Designation (writing) credit, the student must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, the student must earn at least a "C-" on the required writing assignments for the course. If the student does not earn a "C-" or better on the required writing assignments for the course, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

Attendance:

I will be taking attendance every day with a sheet that is passed around the classroom. This will function as the basis for my attendance taking and it is *your* responsibility to ensure that you sign the sheet and are in class every day at the beginning of class. If the sign-in sheet has passed through the entire class before you arrive, you will be considered tardy, and three tardies will constitute an absence.

Since this is a summer course, we will be moving at an accelerated pace and I won't have time to move backwards for students who do not attend class. Therefore, any more than 2 absences will be grounds for failure of this class. This does not include excused absences with doctor's notes and/or other documentation, though I must have a copy of any documentation to keep with my own records.

Participation:

Students are expected to come to class and participate regularly, having read each assignment entirely before arriving to class. Here are four ways to be a good participator: (1) ask questions and make comments that further the discussion in a meaningful manner, (2) actively take notes, (3) bring the required text to every class meeting, and (4) participate in all classroom activities/exercises (including homework and/or discussion board posts). Consistently doing these things will demonstrate your engagement with the material and maximize your experience in the course. This will be 10% of your grade in the class.

Assignments:

Essay (50%)

The chief (and final) assignment in this class will be a research paper in the neighborhood of 8-10 pages. This assignment will be due on the last day of classes, though I encourage students to turn them in earlier if they feel comfortable doing so.

I expect a few things generally from these papers. First, papers must be submitted both via hardcopy and via Blackboard. Second, papers must be submitted in MLA formatting; this includes an MLA formatted heading, page numbers, a clever title, **stapled**, and 12 point Times New Roman font.

Lastly, papers must engage a topic in an interesting (and scholarly) fashion. However, there are a few things to avoid in the essays.

- Do not use unreliable sources. By this I mean that all of your sources should be scholarly and credible in nature. When in doubt, stick to academic journal articles and educational webpages (.edu's). Additionally, your tuition helps to maintain the library, so you should feel free to use it.
- Avoid moralizing arguments within your essays. You may morally disagree with the text, but arguing that Nicole is a slut in Fitzgerald isn't a topic.
- Avoid authorial intent-based arguments. This exemplifies the intentionally fallacy which argues that we cannot project an author's intentions into the text. The text is a product of a writer who provides a text but doesn't explain it. See Roland Barthes for further clarification.
- Make sure that your essay is thesis-driven and that every single paragraph functions to support what it is that the thesis is trying to state. We will have a thesis assignment due in the second week of class in preparation for the final essay. See Blackboard page for suggestions on "close readings" and "research essays".
- Make sure to integrate quoted material in your essays. Every essay should contain a certain level of quoted materials even if it is not necessarily a research essay. Don't use drop quotes.

- Assume that the reader has read the work in question. Do not waste your time summarizing the novel. I welcome paraphrasing and/or brief description, but don't spend much time telling me what has happened in the text. It will be highly detrimental to your grade if you spend more time rehashing the novel than writing a detailed, smart essay.

Thesis Assignment (10%)

This assignment will be due at the end of the second week of class. It is pretty simple. Each student will be required to submit a "sample" thesis statement for me to look over. These thesis statements should be from the class materials and it may be easiest for everyone to use the Hemingway text, however, I will not require students to do so. I simply want a sentence-length (though it can be a few sentences) thesis statement that will then be returned to you with suggestions and/or corrections in an effort to maximize your potential for the final assignment.

Paper Proposal (15%)

At the beginning of Week Four, students will be asked to turn in a paper proposal. I will make sample copies available and we will discuss this at length in class, but the proposal should be 250-300 words and should (briefly) outline what it is that you wish to accomplish in your essay. Brevity and specificity are key here, and an effective proposal should let me know *what* you are going to say, but should avoid getting into detail.

Annotated Bibliography (15%)

At the beginning of Week Five, students will be required to turn in an annotated bibliography assignment. Once again, there will be samples to reference on the course page, but I will also answer specifics in class. Students should find 5-6 full-length, reliable sources (at least two of which MUST be books) and read them. Once these are read, you will summarize and critique each argument in no more than a paragraph.

Grade Breakdown:

Thesis Assignment	10%
Paper Proposal	15%
Annotated Bibliography	15%
Final Essay	50%
Participation, Etc.	10%

Grading Scale:

>92.5	A	92.4-89.5	A-	89.4-86.5	B+
86.4-82.5	B	82.4-79.5	B-	79.4-76.5	C+
76.4-72.5	C	72.4-69.5	C-	69.4-66.5	D+
66.4-59.5	D	59.5>	F		

Week One

Monday, June 24 th	Introduction to Course Syllabus Review Introductory Lost Generation Lecture
Tuesday, June 25 th	Ernest Hemingway, <i>In Our Time</i> “Indian Camp” to “Three Day Blow”
Wednesday, June 26 th	Ernest Hemingway, <i>In Our Time</i> “The Battler” to “Out of Season”
Thursday, June 27 th	Ernest Hemingway, <i>In Our Time</i> “Cross-Country Snow” to “Big Two-Hearted River”

Week Two

Monday, July 1 st	Gertrude Stein, “Melanctha” (47-80)
Tuesday, July 2 nd	Gertrude Stein, “Melanctha” (81-115)
Wednesday, July 3 rd	Gertrude Stein, “Melanctha” (115-141) Thesis Assignment Due
Thursday, July 4 th	NO CLASS

Week Three

Monday, July 8 th	Hart Crane, “The Bridge” (PDF)
Tuesday, July 9 th	Hart Crane, “The Bridge” (PDF)
Wednesday, July 10 th	T.S. Eliot, <i>The Waste Land</i> (PDF)
Thursday, July 11 th	T.S. Eliot, <i>The Waste Land</i> (PDF)

Week Four

Monday, July 15 th	F. Scott Fitzgerald, <i>Tender is the Night</i> (3-76) Paper Proposal Due
Tuesday, July 16 th	F. Scott Fitzgerald, <i>Tender is the Night</i> (76-150)
Wednesday, July 17 th	F. Scott Fitzgerald, <i>Tender is the Night</i> (150-226)
Thursday, July 18 th	F. Scott Fitzgerald, <i>Tender is the Night</i> (226-315)

Week Five

Monday, July 22nd

John Dos Passos,
Manhattan Transfer (3-40)
Annotated Bibliography Due

Tuesday, July 23rd

John Dos Passos,
Manhattan Transfer (41-108)

Wednesday, July 24th

John Dos Passos,
Manhattan Transfer (109-170)

Thursday, July 25th

John Dos Passos,
Manhattan Transfer (171-200)

Week Six

Monday, July 29th

John Dos Passos,
Manhattan Transfer (201-247)

Tuesday, July 30th

John Dos Passos,
Manhattan Transfer (248-297)

Wednesday, July 31st

John Dos Passos,
Manhattan Transfer (298-342)

Thursday, August 1st

Midnight in Paris Film
Final Essay Due