“Class is not simply about how much money you make. If you earn an hourly wage and a supervisor manages what you do at work every day, if you have a high school diploma but not a college degree, if you believe in hard work and plain talk, then you're probably working class”

-Sherry Lincoln, Director, Center for Working Class Studies, YSU

 Required Texts/Items:

- A Place to Stand by Jimmy Santiago Baca
- Bastard Out of Carolina by Dorothy Allison
- Christ In Concrete by Pietro di Donato
- The Street by Ann Petry
- Harry Potter and the Sorcerer’s Stone by J. K. Rowling
- The Portable Guide to Writing about Literature
- College-ruled paper, writing utensils, and access to a computer.

Purpose:
This course has two purposes: to help you develop an understanding of central debates about and themes in American working-class literature and to help you develop your skills as a researcher of literature in general. To achieve these goals, you will read a number of texts, both literary and critical; discuss the ideas in the texts with your colleagues and your instructor; and pursue a group project exploring the work and developing a thorough presentation about one working-class writer. Class lectures and discussions will focus on ways of understanding and interpreting the works and on locating them in their historical, cultural, and intellectual milieus. Also, one major essay will demonstrate your ability to discuss a text in an academic format.

Objectives of the Course:
1) You should be able to actively engage with the text.
2) Learn various techniques to analyze literary works.
3) Be able to make connections from one work to another.
4) Practice critical reading, writing, and thinking.

Requirements:
READING –As this is a literature based course, doing the assigned reading is essential to both understanding the material and passing the course.

PRESENTATION- Each student will be responsible for one (1) presentation a selected novel. This presentation will be done with roughly three (3) to four (4) group members. The presentation should last 20 minutes. A separate handout will explain further details.
ENTRY PARAGRAPH- Five (5) times throughout the semester you will be asked to write a paragraph about the assigned reading for the year. You will have the first ten minutes of class to complete the paragraph. Basically, this is ensuring each reading is done and that you come to class on time. Each paragraph is worth twenty (10) points and cannot be made up.

ESSAY – You will write one major essay for this course. It must be at least five (5) pages in length. Specifics about the essay assignment will come later in the semester. ***Note: The essay must be typed in 12pt font, Times New Roman, MLA headings, and 1” margins. Failure to comply with these specifications will result in a failure. A separate handout will explain further details.

REACTION PAPERS – You will write five (5) two page reaction papers throughout the course of the semester. The goal of these papers is to ensure that you are doing the assigned reading for the course. Basically, I am asking you to talk about the things you read for class. Discuss what you liked or disliked and why. Also, highlight any passages or themes you find interesting. It is essential that you do not merely summarize what you read but rather analyze the required reading. Each reaction paper is worth 25 points.

TESTS- There will be two (2) major exams in this class. One will come at the midway point in the semester and one will come on the final day of class. These examinations will amount for forty percent of your entire grade.

Course Policies:
PARTICIPATION – You are expected to participate in all aspects of the course. Participation includes: completing all reading and writing assignments on time, talking in and being attentive to class discussion, reflecting on assigned readings, respecting others’ opinions and their right to express them, and cooperating and collaborating with your peers. 100 points (10% of your overall grade) comes from proper participation.

ATTENDANCE – Come to class. Your presence in class is important to the success of the class as a whole. Attending class will only help you sharpen your reading skills which will, therefore, help you become a better scholar. You may miss three classes without impunity. Each class missed after three will result in the lowering of your grade by five percentage points. Note: I do not differentiate between excused and unexcused absences. Choose carefully.

LATE ASSIGNMENTS – The syllabus clearly states when each and every assignment is due. Thus, if you do not turn in your assignments on the day they are due, they will not be given any credit. Should you need to make special arrangements concerning assignments, please see me. Please note that there will be no make-up opportunities for the entry paragraphs. If you miss that class, you miss the points. Note: I will not accept e-mailed papers.

CELL PHONES – Please turn off your cell phones before class begins. I will not accept frivolous interruptions. This also includes text messages.
**Grading Policies:** There are 1000 possible points for this course.

SCALE:  
900-1000 = A  
800-899 = B  
700-799 = C  
600-699 = D  
0-500 = F

**Assignments:**
- 5 reaction papers (25 points each) = 125 points
- 5 entry paragraphs (10 points each) = 50 points
- Presentation = 125 points
- Essay = 200 points
- Exam One = 150 points
- Final exam = 250 points
- Participation = 100 points

**Special Arrangements** - If there are conditions which may affect your performance in this class, and which require special accommodations, please make an appointment to see me as soon as possible so that such arrangements can be made. If you require an accommodation based on a disability, I would like to meet with you in the privacy of my office the first week of the semester to be sure that you are appropriately accommodated.

**Student Success Programs** - The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate references.

**Academic Integrity** - Academic dishonesty is a serious offense at any university. If I suspect you have presented someone else’s work as your own, I will report you to the Vice President of Student Affairs for disciplinary action, in which case you will be given an incomplete for the course until your case is resolved. Forms of academic dishonesty include: **Collusion**—lending your work to another person to submit as his or her own; **Fabrication**—deliberately creating false information on a Works Cited page; and **Plagiarism**—the presentation of another person’s work as your own, whether you mean to or not. Even if you put someone’s ideas into your own words, you must properly credit the source.

**Library:** You will find online databases for English among the Arts & Humanities databases at [http://www2.uta.edu/library/subjguides/dbEnglish.asp](http://www2.uta.edu/library/subjguides/dbEnglish.asp)

**Drop Policy**
If you withdraw from the course you must follow university procedures. It is your responsibility to execute these procedures correctly and within the deadlines.

**Necessary Changes**

I have tried to make this document as complete and thorough as I possibly could. However, during the course of the semester I may be required to alter, add, or abandon certain policies and assignments. I reserve the right to make such changes as they become necessary.

**SPECIAL NOTE**-
It would be wise to take notes on each class period because anything we discuss in class is valid for exams.

**Course Schedule for Working Class Literature**

*Readings are due on the dates listed, not the class after.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>1/20</td>
<td>Course Introduction&lt;br&gt;What is literature?&lt;br&gt;Why Working Class?&lt;br&gt;CWCS Website&lt;br&gt;Distribution of Novel Sheet and Rosenbaum Handout</td>
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<tr>
<td>2</td>
<td>1/25</td>
<td>Setting the scene:&lt;br&gt;the roaring 20’s and the Great Depression&lt;br&gt;<strong>Read:</strong> Rosenbaum handout</td>
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<tr>
<td>2</td>
<td>1/27</td>
<td>Pietro di Donato: background&lt;br&gt;Geremio&lt;br&gt;<strong>Read:</strong> Preface, Introduction, and Chapter 1 of Christ in Concrete&lt;br&gt;<strong>Due:</strong> Top three novel choices</td>
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<tr>
<td>3</td>
<td>2/1</td>
<td>Groups/Novels assigned&lt;br&gt;Job, Tenement, and Fiests&lt;br&gt;<strong>Read:</strong> Christ in Concrete Chapters 2-4&lt;br&gt;<strong>Due:</strong> Response Paper 1</td>
</tr>
<tr>
<td>3</td>
<td>2/3</td>
<td>Annunziata&lt;br&gt;<strong>Read:</strong> Christ in Concrete Chapter 5&lt;br&gt;How working class changed after the depression.</td>
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<tr>
<td>4</td>
<td>2/8</td>
<td>Initial meeting with group members to divide novel.&lt;br&gt;Ann Petry: background&lt;br&gt;<strong>Read:</strong> The Street Chapters 1 and 2</td>
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<tr>
<td>4</td>
<td>2/10</td>
<td>Working Class in NYC&lt;br&gt;<strong>Read:</strong> The Street Chapters 3 and 4</td>
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<td>5</td>
<td>2/15</td>
<td>Lutie and Bub&lt;br&gt;<strong>Read:</strong> The Street Chapters 5-8</td>
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<td>5</td>
<td>2/17</td>
<td>Supe&lt;br&gt;<strong>Read:</strong> The Street Chapters 9-11</td>
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<td>6</td>
<td>2/22</td>
<td>Mrs. Hedges&lt;br&gt;<strong>Read:</strong> The Street Chapters 12-15</td>
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<td>Date</td>
<td>Activity</td>
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| 2/24 | Due: Response Paper 2  
Conclusion  
**Read:** The Street Chapters 16-18 |
| 3/1  | Group Day! Meet with your groups to discuss the first half of your novel. Fill out sheet to turn in on 3/3.  
**No Official Class Meeting** |
| 3/3  | Official Review for Mid-term  
Jimmy Santiago Baca: Background  
**Read:** A Place to Stand Prologue and Chapters 1-3 |
| 3/8  | Family  
**Read:** A Place to Stand Chapters 4-6  
Final opportunity to ask questions for exam  
Distribute Major Paper Question |
| 3/10 | Mid-term Examination |
| 3/15 | Spring Break 😊  
Finish your novel!!! |
| 3/17 | Spring Break 😊  
Finish your novel!!! |
| 3/22 | Second half of Baca  
**Read:** A Place to Stand Chapters 7-10  
**Due:** Response Paper 3 |
| 3/24 | Conclusion of Baca  
**Read:** A Place to Stand Chapters 11-13 and Epilogue |
| 3/28 | Dorothy Allison: background  
**Read:** Bastard Chapters 1-4  
**Due:** Process sheets 1 and 2 |
| 3/31 | Contemporary Working Class Issues  
**Read:** Bastard Chapters 5-7 |
| 4/5  | Daddy Glen  
**Read:** Bastard Chapters 8-14  
**Due:** Response Paper 4 |
| 4/7  | The Boatwright Family  
**Read:** Bastard Chapters 15-18  
**Due:** Process sheet 3 |
| 4/12 | Anney  
**Read:** Bastard Chapters 19-22  
**Due:** Draft of major paper (please bring at least three typed pages with you to class) |
| 4/14 | Final opportunity for questions about major paper  
J. K. Rowling: Background  
What makes *Harry Potter* Working Class?  
**Read:** HP Chapters 1-3 |
| 4/19 | The Potters and Weasleys  
**Read:** HP Chapters 4-9  
**Due:** Major Paper |
<table>
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| 4/21 | The Dursleys and the Malfoys  
**Read:** *HP* Chapters 10-12 |
| 4/26 | Dumbledore  
**Read:** *HP* Chapters 11-15  
**Due:** Response Paper 5 |
| 4/28 | Conclusion  
**Read:** *HP* Chapters 16-18 |
| 5/3  | Presentations from groups A, B, and C  
Official review for final exam |
| 5/5  | Presentations from groups D, E, and F  
Final Opportunity to ask questions about final exam |
| 16   | Final Exam: TBD |

Additionally, do not bother coming to class if you do not bring the required reading materials. You are not welcome in my classroom if you cannot, at the very least, follow along in the book.