AN INDEPENDENT STUDY COURSE BY CORRESPONDENCE
Paralleling the Course of the Same Name and Number
Offered in Residence by
Texas State University
San Marcos, Texas

ENG 3335
American Literature
1865 to 1930

1998 Edition
(Three Semester Credit Hours)

Prepared by

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Professor
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Texas State University

A MEMBER OF THE TEXAS STATE UNIVERSITY SYSTEM
Correspondence Study Policy on Academic Freedom

Texas State University defends the rights of its faculty and students to express views on a full spectrum of issues. This principle of academic freedom is especially important in courses containing controversial subject matter. It extends to the Correspondence Curriculum as well as to on-campus classes. Views expressed in this study guide should not be expected to represent a consensus of the university faculty and administration.
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American Literature 1865-1930

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Lessons

Lesson 1  The Rise of Realism: Twain, Howells, & Chesnutt ................................................................. 1
The development of a national literature which uses realistic scenes, characters, languages, and themes of an American nature.

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CORRESPONDENCE NOTE:

Always attach an assignment cover sheet, found in the back of your study guide, to the assignments you submit.
Important Information

Before beginning work in your course, you will find it helpful to familiarize yourself with the policies and procedures of the Texas State Office of Distance and Extended Learning contained in the online student handbook and on our website. In addition, the following pages contain information important to know when taking a course from our office. Please take the time to carefully read through this section.

Textbooks and Course Materials
Be sure to purchase all materials required for your course within thirty days of your enrollment date. After thirty days, course materials may become unavailable. If you need to order additional textbooks or course materials, you may contact the University Bookstore at 512-245-2273.

Making a Schedule
You have nine months to complete your course. To meet graduation or other personal deadlines, you may need to complete your course earlier.
Using the Personal Study Schedule in the front of this study guide, set a reasonable schedule for submitting each assignment and taking any required exams. When making your schedule, keep in mind that unless otherwise stated in the Introduction of this study guide, you may submit no more than two assignments per week. Consider the assignment turnaround time involved with a correspondence course. You should plan around dates when the university is closed for extended periods of time and faculty will not be on campus or grading correspondence assignments. Also be aware that it will take longer to get your assignments graded during exceptionally busy times for faculty, such as when final exams are being administered in on-campus classes. Allow four weeks for final grades to be reported to the Texas State registrar. Allow additional time for receipt of transcripts. It is your responsibility to know your personal deadlines. Take these into consideration when making your schedule, particularly if you need to complete this course to graduate. Once you have constructed a study schedule, stick to it. Refer to it often to ensure that you are staying on track. If you should fall behind, amend your schedule so that it is still a useful tool for helping you complete the course in a reasonable amount of time.

Doing and Submitting Assignments
Follow assignment directions carefully. If possible, complete your assignments using a computer word processing program. If you do not have access to a computer or need to write out hard-copy assignments, print legibly in ink unless otherwise directed by the instructor. For mathematical work, show all calculations and circle your final answer.
Identify your work. Number all pages of your assignment and include on each page the course prefix and number, the assignment number, and your name. (This is especially important for assignments submitted via e-mail or online.) Attach an assignment cover sheet from the back of this study guide to all hard-copy assignments. Fill out all information completely and clearly. If you have questions, e-mail your instructor or ask them on the cover sheet for hard-copy assignments. Your instructor or our office will respond. Make or save a copy of your work. Doing so will save you from having to redo your assignment if it is lost.

When you submit your assignment, our office notes your submission, and your instructor grades it. Your instructor may take up to ten working days to grade your assignment. Our office records the grade, and graded hard-copy or e-mailed assignments are returned to you. Assignments submitted online are graded by your instructor online and available for your review online.

Submitting Assignments by Mail
Place your assignment in one of the pre-addressed envelopes provided. If you find the envelope is too small for your entire assignment, obtain a larger envelope and record on it your return address, course name, and assignment number. Do not split an assignment into more than one envelope. Never give or send your assignment directly to your instructor.

Be sure your assignment has sufficient postage to avoid any last-minute delays. You must pay any outstanding postage fees incurred during your enrollment period to avoid a hold being placed on your records. Mail exam request forms separately from your assignments; do not mail an exam request form in the same envelope with an assignment.

Submitting Assignments by Fax
In some courses, you may fax your assignments to our office for an additional fee. Check the Introduction of this study guide to see if your instructor will accept faxed assignments. When faxing an assignment to our office, fill out the assignment cover sheet and use this as the cover sheet for your fax. Always call to verify receipt of the assignment and the total amount of the fax charge.

Submitting Assignments Online
Some print-based courses have companion websites in TRACS, Texas State’s online learning environment. If your course has a companion site that includes online assignment submission, follow the directions for submitting assignments in that TRACS site. Not all print-based courses have companion sites in TRACS, and not all course companion sites include online assignment submission. The Introduction of this study guide will inform you if your course includes a course companion site in TRACS.
Exams
Almost all correspondence courses require you to take at least one exam. For these courses, a minimum grade on the exam(s) is required to pass the course independent of the grades you earn on the assignments. An explanation of the exam grade requirement for your course can be found in the Introduction of this study guide.

If you live at a distance from the Texas State campus and need to have your exam proctored, be sure to read the information on exam proctors in the About Your Exam section of this study guide. We will contact all proctors for verification. Review proctor requirements to avoid possible delays in your exam being mailed to your testing location.

If you are a candidate for graduation, remember to allow processing and mail time for your exams.

Reporting Course Grades and Incompletes
All assignments must be completed and all exams must be taken for you to receive credit for your course. Once you have completed your course and the instructor has determined your final grade, you will receive a final grade report. Letter grades of A, B, C, D, and F are used for final grades. The lowest passing grade is a D. There is no pass/fail grading option for any course except MATH 1311. Final grades are reported to the Texas State Registrar only if you complete the course. No grade is reported if you do not complete the course. If your enrollment expires and you do not drop your course, your course remains on your transcript as “in progress,” but no grade is reported. If you drop your course, no transcript entry is made.

Your final exam grade report (for courses that have a final exam) and a course report are mailed to you upon completion of the course. You may also obtain a course grade on an official Texas State transcript. Transcripts are available from the Registrar’s Office, 111 J.C. Kellam Building, and may be requested in person, by mail, or by fax at 512.245.2367. The cost is $5 per transcript, payable by check, cash, or credit card. No official transcript can be released if there is any financial obligation to Texas State. For more information, refer to the website of the Texas State Registrar’s Office, www.txstate.edu/registrar.

Additional Resources
The Texas State Library
All Texas State students, including correspondence students, receive library support services from the Alkek Library, located on the main campus. The library website (which can be found at www.library.txstate.edu/services/distance-students) is your essential portal to resources and services. Distance learning students are also eligible for additional assistance (including document delivery) from the Distance Services Librarian. Some library resources may require a Texas State username and password, which you may obtain by contacting the Texas State Office of Distance and Extended Learning. Please contact the Alkek Library for more information.
on specific library services. Contact the Reference Desk at 512.245.2686, or contact the Distance Librarian at 866.255.3511.

**Online Tutoring**
The Texas State Office of Distance and Extended Learning provides students with online tutoring for correspondence courses offered through our office. The subject areas in which students can receive help include math, writing, and Spanish. For detailed information about this service, visit our website or contact us by phone.

**A Final Word**
The Office of Distance and Extended Learning will work with you to see that you benefit from and enjoy correspondence study. Should you have any questions about our procedures, call 512.245.2322 from 8 a.m. to 5 p.m. Central Time, Monday through Friday. If you have questions concerning course content, e-mail your instructor or use the assignment cover sheets to communicate with your instructor. The Office of Distance and Extended Learning is committed to offering you the highest quality educational experience. We appreciate feedback concerning our services to you, your instructor, and ideas for new courses. For current course listings, visit our website, [www.correspondence.txstate.edu](http://www.correspondence.txstate.edu).

You may also contact our office directly:

Texas State University,
Office of Distance and Extended Learning,
601 University Drive, San Marcos, TX 78666-4615.

Local: 512.245.2322 • Toll-free: 800.511.8656 • Fax: 512.245.8934
Website: [www.correspondence.txstate.edu](http://www.correspondence.txstate.edu) • E-mail: corrstudy@txstate.edu
Here’s a planning schedule to help you successfully complete your course. Follow these steps:

**First**, enter the course abbreviation and number, and the date you enrolled in the course. **Second**, enter your deadline for completing the course at the bottom of the schedule. Be sure to allow for holidays and breaks between semesters. **Third**, enter the dates you plan to take each exam. **Fourth**, enter the dates you plan to submit each assignment.

### Planning Schedule

<table>
<thead>
<tr>
<th>START</th>
<th>I began _____________________________ on _______________________.</th>
</tr>
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<tbody>
<tr>
<td>Assignment</td>
<td>Planned Date</td>
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<tr>
<td>1</td>
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<tr>
<td>5</td>
<td>_______</td>
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</tbody>
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**FINAL EXAM**

I plan to take the final exam on ____________________________ .

**DEADLINE**

My grade must be received on ____________________________ .
CORRESPONDENCE NOTE:

Plan your personal study schedule wisely, so you will get the most out of the course.
About the Author & Instructor

On the first day of class, many students will wonder “Who’s the prof? What is he or she like?”

OK, here I am.

I’m Dr. John S. Hill, a senior professor in the Department of English at Texas State, and I have taught American Literature on all academic levels for quite some time. In fact, I taught a class each semester even while serving as Dean of the Graduate School and later as Associate Vice President for Academic Affairs. Obviously I enjoy teaching, and I am proud to report that my classes are popular and student evaluations carry few complaints.

I have my Ph.D. in American Literature (with a minor in American social history) from the University of Wisconsin. I have written some short stories but most of my publications are in scholarly journals and cover authors from Edgar Allan Poe to John Updike. In the course of conducting research I have examined Robert Frost’s papers and unpublished poems, F. Scott Fitzgerald’s personal notebooks, and a copy of Benjamin Franklin’s Autobiography in his own handwriting. I have read William Faulkner’s *Light in August* in the original manuscript, have delivered papers at conferences about Updike, and have talked personally with such authors as Ann Beattie, N. Scott Momaday, and Alice Walker. I have met with people who knew authors well (for instance, I have a relative who knew Faulkner almost all his life), and I have learned what was true and what was false in their lives.

I advocate no particular critical approach to a piece of writing. If you yourself favor the historical, psychological, societal, or postmodern approach (to name but four) so be it. Good stories and poems and novels have many layers of meaning and can be read in many different lights. What matters is not that you adhere to a particular approach but that you are open-minded and unprejudiced in any avenues you do choose.

On campus I am known for returning exams within a few days and not allowing them to pile up. I’ll do the same with yours.

The anthology has excellent essays written by the editors and they provide perceptive and discerning commentary on the literature of this period. I strongly suggest you read them before you undertake lesson 1 and that you refer to them again as you go along through the course.
CORRESPONDENCE NOTE:

If you have any questions for your professor, type them up and submit them along with your assignments.
**Scope & Nature of the Course**

English 3335: American Literature 1865 to 1930 parallels the course as offered in the classroom at Texas State in selections and authors assigned and in types of examination. The course covers short novels, stories, and poetry by sixteen major authors (male, female, black, white) and surveys the growth of American writing from the end of the Civil War to the advent of the Great Depression. The range of selections will reveal the influence of realism, psychology, and naturalism upon American writing as authors deal with hope and hypocrisy, rural poverty and affluent urban society, social criticism and individual introspection.

You will read many different writers—different in background, viewpoint, and convictions—but who reveal the common goal of showing us what it means to be human and to face the circumstances of our world.

Time and experience have proven that an anthology is the best text for this course. The one used most often in English 3335 is Perkins and Perkins, *The American Tradition in Literature*, vol. 2, 9th ed., 1998 (McGraw-Hill, ISBN 0-07-049423-1). It is available in almost all college bookstores.

The objective of a literature course is to have the student achieve a broader and deeper understanding of a period in history, of the social and economic forces that prevailed, of the aspirations, achievements, and even the failures people faced, and of the particular human qualities revealed to us by the characters themselves.
Student evaluations of English 3335 in the campus classroom show that this goal was reached. I trust you will experience the same result too.

Course Procedures
For each of the five lessons in the course, you will write an essay of approximately 500 words. Because each of the written assignments covers more than one selection and there are only five lessons in this course, you must wait to receive a graded lesson back from me (via the Office of Distance and Extended Learning) before submitting the next lesson.

The essays will be graded by the same standards as used in literature courses on campus. You, however, have one advantage: the essay topics are contained in this study guide, after the reading assignment for that lesson. This feature enables you to read the selections with the topics in mind and should help you produce high quality papers.

So, what is an essay?
An essay is a prose account which contains your ideas, your own critical thinking, your evaluation of what you’ve read, and your judgment. There is no single way to approach, or to write about, literature. Two students can hold different views and each be correct, because a good story or poem or novel has such depth and so many themes that a wide range of opinions and conclusions is quite viable.

How do you express your ideas? How do you organize them into a cohesive argument?
Start by reflecting on the topic and on the selections. Develop three or four points you wish to emphasize so as to clearly state your ideas. Once you have decided on these points, stick to them. If another point wanders by later, ignore it.

Introduce your main points at the beginning; use one or two paragraphs to present, and elaborate on, each point; use the conclusion to draw your points together.

Most students will write a draft, revise it, and write a final copy. Then they will set it aside for a few days before reading it again and proofreading. If you use a word processor with a spellcheck, proof-
read anyway because it is not uncommon for electronic spellers to err.

I will return your essays with comments plus markings for any grammatical errors. Again, you must await an essay’s return before submitting the next one.

You may submit assignments via regular mail or on the TRACS website for this course.

The final examination in English 3335 is comprehensive and will consist of two 350 word essays. After receiving your graded lesson 5 written assignment, you are free to take the final exam. For information about taking the final exam, see the section “Tips for the Final Exam” that follows lesson 5.

Each of the five written assignments will count for 15 percent of your course grade. The final exam will count 25 percent of your course grade. You must, however, pass the final exam with a score of 60 (D-) or higher to pass this course.

**University Honor Code**

The Texas State University Honor Code serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. The Honor Code applies to all Texas State students, including correspondence students. As stated in the Texas State Student Handbook,

Violation of the Honor Code includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Academic work means the preparation of an essay, thesis, report, problem, assignment, or other projects which are to be submitted for purposes of grade determination.

Cheating means engaging in any of the following activities:

- copying from another student’s test paper, laboratory report, other report or computer files, data listing, or programs;
• using, during a test, materials not authorized by the person giving the test;

• collaborating, without authorization, with another person during an examination or in preparing academic work;

• knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;

• substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;

• bribing another person to obtain an unadministered test or information about an unadministered test;

• purchasing, or otherwise acquiring and submitting as one’s own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist.

Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

Abuse of resource materials means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.
The Rise of Idealism: Twain, Howells, & Chesnutt

Reading Assignment

Mark Twain, selections from *Life on the Mississippi*; “The Man That Corrupted Hadleyburg”

William Dean Howells, “Editha”

Charles W. Chesnutt, “The Passing of Grandison”

Objectives

- Upon completing this lesson, you should be able to:
- Recognize the use of everyday speech patterns, dialects, and informal sentence structures that characterize much of American writing;
- Realize how authors use realistic scenes, speech, and characters to give a sense of actuality to their work;
- Explain how slavery demeaned even those who upheld it;
- Discuss how humor is used to underscore serious ideas;
- Recognize how an author uses a character to convey his or her own beliefs about national issues;
- Comprehend that female characters were not individuals but still were types in fiction;
- Notice that some things were forbidden in fiction, such as passion, profanity, and undue violence.
Discussion
In 1865 the Civil War ended. It was the bloodiest, most costly war in history at that time and directly affected one in every nine people in America. The North called it the War of Rebellion. The South called it the War of Northern Aggression. But whatever you call it, that conflict altered America forever. The U.S. went from being an agricultural nation to an industrial giant. Cities grew in size, railroads spanned the continent, immigration brought millions of Europeans, and the Robber Barons—the newly rich people like Huntington and Rockefeller, Carnegie and Vanderbilt, Stanford and Hearst, Firestone and Pillsbury—became public idols for the masses.

The Overview of 1870–1900, which follows this section, has proven very helpful to students in this course on campus. I hope it will provide you, too, with some interesting facts about those 30 years of turbulent change.

Writers were not exempt from that change. The philosophical quests of Hawthorne and Melville, of Emerson and Thoreau, were replaced by a realistic and often pessimistic view of life as it was at the moment. To achieve this, authors abandoned the romantic view of people and events and presented scenes of life in the present as it actually was. This meant using everyday speech, a more common vocabulary, and creating characters who were modern, everyday people.

Twain would use regional dialects and behavior, Howells would discover drama in daily events, Chesnutt would teach us how to cloak social criticism in humor as he obliterated many old popular myths about slavery, and Twain would conclude the century by slashing at religion and the goodness of men. The reader saw locales in a new light, learned regional customs, and observed the different ways in which people reacted to a more and more impersonal world.

So slip into these stories, grant them an unbiased reception, and I believe you will acquire a feeling for the new nation, the new people, and the new ways of life that were to come in the last half of the century.
Overview 1870–1900:

Odds and Ends About the U.S.A.

1868 Cornell University opens. The school combines liberal arts with vocational courses, with tuition at $10 a trimester.

1869 The first transcontinental railroad: one could travel from New York to San Francisco in only six days and 20 hours. A first class ticket cost $140.

1870 Fewer than two percent of persons age 18-21 went to college.

1870 No city between St. Louis and San Francisco had more than 35,000 people.

<table>
<thead>
<tr>
<th>Population</th>
<th>1870</th>
<th>1900</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta</td>
<td>21,700</td>
<td>89,000</td>
</tr>
<tr>
<td>Detroit</td>
<td>79,500</td>
<td>285,700</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>5,700</td>
<td>102,400</td>
</tr>
<tr>
<td>Philadelphia</td>
<td>674,000</td>
<td>1,293,000</td>
</tr>
</tbody>
</table>

Between 1870 and 1890 the population of the trans-Mississippi West grew from 6.5 to 16 million.

1870 Until 1863, only New Englanders celebrated Thanksgiving. By 1870 the custom was spreading westward.

Recipe for a Thanksgiving cake:
- two and a half pounds of flour
- three pounds of sugar
- one pound of butter
- half a pound of almonds
- three teaspoons of baking powder
- eighteen eggs

1870 The first law passed in the Dakota Territory: a physician must be tried for manslaughter if he poisons a patient while intoxicated.

1876 The U.S. had 3,000 telephones. By 1900: 1.4 million telephones.

1876 A new floor covering, advertised as being able to last a dozen years, was introduced. It was called linoleum.

1878 On March 29, Mrs. William K. Vanderbilt gave a memorable party at her New York mansion. She had 400 guests. The party cost (in today’s dollars) $1,000,000.
Ladies in society heeded the New Testament dictum that “if a woman have long hair, it is a glory to her.” Thus, they never cut their hair. However, a lady of society always insisted on taking a weekly bath.

The nation had four transcontinental railroads. Sixty percent of all steel made in the U.S. went into rails.

In Chicago, William LeBaron Jenney designed the ten-story Home Insurance Building. This was the first skyscraper.

The School Children’s Storm, so called because over 200 youngsters froze to death trying to go from school to home in the blizzard, hits in January.

James B. Duke, of the American Tobacco Company, controlled 90 percent of the tobacco market. Americans smoked 2.1 billion cigarettes a year. By 1892, Duke earned $5,000,000 a year.

David Hennessy, New Orleans police chief, was assassinated by a Sicilian group called “the Mafia.” Eleven Sicilians were arrested. A mob of citizens stormed the jail and killed the Sicilians.

Seventy percent of American colleges were coeducational. By 1900, they would graduate 1,000 lady lawyers, 3,000 female ministers, and 7,500 women doctors.

The largest employment categories were:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>farm hands</td>
<td>2,556,958</td>
</tr>
<tr>
<td>carpenters</td>
<td>618,044</td>
</tr>
<tr>
<td>railroad employees</td>
<td>460,771</td>
</tr>
<tr>
<td>miners</td>
<td>386,872</td>
</tr>
</tbody>
</table>

Before the Civil War, it required 61 hours of labor to produce an acre of wheat; by 1890, machinery reduced that to three hours.

The Sioux Nation surrendered to Gen. Nelson Miles at Wounded Knee, South Dakota, on January 16. The Indian Wars were over.

The U.S. had 50 percent of all the railway mileage in the world, and carried 50 percent of all rail freight in the world (800 million tons).
Written Assignment

Write a well-organized, grammatical essay of approximately 500 words in which you discuss one of the topics listed below. Refer to specific characters, scenes, and/or events to support your views. When you have completed your written assignment, complete and attach a coversheet from the back of this study guide before mailing. You may also submit your written assignment online via TRACS.

Essay Topics
1. At one time, wars were considered grand and glorious and none more so than the Spanish-American War of 1898. Americans wanted war with Spain over the Philippine Islands and Cuba and they got it. This attitude—that war is wonderful—was attacked by Howells in “Editha.” Meanwhile, Chesnutt was ridiculing the idea that slaves really enjoyed their servitude. (Oh yes, these two sets of ideas were widely held. Take my word for it.) So, in your essay, tell us which author is more successful in attacking the ideology his characters face. Tell us why his story is more convincing, and then show us why the other story is less successful.

2. The Kaiser of Germany rated Life on the Mississippi as his favorite book by Twain. Early in the 1900s, Twain and the future Kaiser (then a Prince) spent an afternoon discussing Twain’s account of the river. Both men were fluent in English and German and employed both (must have been a great conversation!) Now, slip into the Prince’s shoes (and chair) and tell us just what features of Twain’s book would be so appealing to a member of European royalty. What does Twain show the reader that makes his account well-read even today? In short, why is this an American book?

3. Ever since Chaucer sent his people off on a trip to Canterbury authors have sent their characters on trips. In your essay, explain how Twain and Chesnutt add to their realistic portrayals of life by using the device of a trip. What do their writings gain from this? How does it enhance the realism of the selections?

4. Name the second-most important character in “Editha” and in “The Passing of Grandison” and explain which one is more important in that role—and tell why. Then let us know why the other one is not so vital.

5. Some critics maintain that “The Man That Corrupted Hadleyburg” is rather a failure because Twain attacks society, religion, and human nature so strongly that he alienates the reader. What do you think? Evaluate the story, using scenes and characters to underscore your points. Are those critics correct or not? Why?