

INFORMATION SHEET AND SYLLABUS

You will receive an e-mail attachment copy of this syllabus and it will also be available on Canvas

Meeting Time and Place: Tuesdays and Thursdays 10:00 – 11:45 a.m. in BAC 103
Professor: Rick Hill / Cell phone: 858-366-5221/ E-Mail: rhill@pointloma.edu
Office: BAC 112/ Office Phone: 2670 /LJML Dept Phone: 2297
Open Office Hours: Tues & Thurs 4:30 –5:30, Wednesday 1:30–2:30
Office Hours by Appointment: 2:30–4:30 W & 1:30–4:30 MF. Other times can also be arranged.
Knock on the door with a question: Anytime I'm in the office

FOUR REQUIRED TEXTS by Tom Wolfe Any edition is okay:

Bonfire of the Vanities *Hooking Up*
The Electric Kool Aid Acid Test *The Purple Decades*

REQUIRED E-MAIL: Some assignments in the course require e-mail, and I will be e-mailing syllabus updates and other instructions. In order to keep up with the class, *all students should check their PLNU e-mail daily*. Twice daily is even better.

CANVAS: Grades will be placed on Canvas; check regularly to see that yours are posted and accurate. This syllabus and other class materials will be posted on Canvas TBA.

COURSE DESCRIPTION, OBJECTIVES and SPECIFIC LEARNING OUTCOMES

This course provides an introduction to the writing of Tom Wolfe, a prolific writer / commentator on popular culture from the 1960s through the present. His essays, nonfiction books, and novels are a prime source of information (and humor), providing a unique psychological, sociological, and sometimes spiritual view of various popular and obscure facets of society. Radical political movements, rednecks, hippies, astronauts, popular science, modern art and the “Me Decade”: Wolfe covers them all as no one else can. By the end of the course, students will have a better understanding of cultural forces that affected the lives of their parents’ generation and beyond.

In this reading-intensive course, we’ll be examining and discussing Wolfe’s work covering the second half of the 20th Century. There will be three short writing assignments, but reading is the primary course activity. To inspire you to keep up with a fairly heavy reading schedule, we’ll have daily reading quizzes and discussions on the readings.

Course Learning Outcomes for LIT 200: Literature and Culture

Students will be able to

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts.
3. Understand and appreciate diverse forms of artistic expression.
4. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the literary works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

For a list of official LJML Department Learning Outcomes and other official policy messages from the PLNU administration and LJML department, see page 6.

CLASS INFO AND POLICIES

1. ATTENDANCE POLICY

This is an emphasis-on-participation course that requires daily attendance. The following attendance policy is designed to help you get the most out of the course.

1.1 Extra Credit for perfect attendance: Students who miss no classes or portions of classes for ANY reason will have 10 extra credit points added to their final scores

1.2 Excused absences: The only "excused" absences are those authorized by the Provost for official school activities (usually sports, debate, music, etc.) Your coach or professor will notify the Provost if you are involved in an excusable activity.

1.3 No penalty absences: Students are allowed up to two "unexcused" absences for illness, personal business, oversleeping, or whatever, without grade penalty and without having to explain the absence. However, quizzes missed cannot be made up.

1.4 Excessive absences: Students who miss more than two classes will have 100 points deducted for each missed class thereafter. Students who miss two classes before midterm (4th week) will be de-enrolled from the course.

1.5 Late arrivals and half absences: Students who arrive late will miss all or part of the daily quiz and have their late arrival count as a "tardy" if it is less than 10 minutes. Late arrivals longer than 10 minutes will count as half-absences. Beginning with the third late arrival, each "tardy" will be counted as a half-absence for grading purposes. Early departures of 10 minutes or less will also count as tardies; and departures more than 10 minutes before the end of class will count as half-absences. **Please notify me immediately if you have a schedule conflict that will or may cause you to be late more than twice in the semester.**

1.6 Exceptions to the above: If you have a serious accident or illness that requires hospitalization, we will make special arrangements, provided you notify me as soon as possible.

2. CLASS ACTIVITIES AND ASSIGNMENTS

In Class: We will begin each day with a reading quiz, followed by a discussion of the assigned readings and/or directed writings. Other activities include panel discussions, videos, and recordings pertaining to Wolfe and his work, plus background talks by the professor and presentations by students.

2.1 Reading: Again, Reading is the primary activity of the course and students are expected to keep up with the reading schedule. **To do so, students should plan for at least 3 hours per day, five days per week, for reading and course-related writing outside of class.**

IMPORTANT READING NOTE: Some of us may have already read some of the assigned material, but all class members, including the professor, are expected to read all the assigned works **again**, following the class reading schedule.

2.2 Quizzes

Daily reading is essential to good discussions. Quizzes will consist of objective content questions on the current assignment. If you conscientiously read the assignment recently, taking notes and looking up things you don't understand, then you should do well on the quiz. Missed or low-score quizzes can't be made up, but in recognition that everyone has a few less-than-perfect days in a semester, **the lowest two quiz scores (including zeros) will be dropped when the final grades are configured.**

2.3 Final exam

The final will be a take-home writing (2-4 double-spaced pages in MLA format) from a prompt. It must be turned in on time to avoid losing all 300 points. You'll have a week to complete the writing, and by the last day of class (March 1), you will submit it three ways: a paper copy, an email attachment, and a LiveText upload. An automatic extension is granted until Thursday, March 3 if you need it, but exams (including email attachment and LiveText Upload components) cannot be accepted for grading after March 3 except in the case of Provost mandate or hospitalization.

2.4 Short Writings

In addition to occasional in-class writing assignments, each student will write, outside of class, two one-page, single spaced reading sheets, scheduled by group. See below for a model of the kind of writing we're looking for. Paper copies are due at the beginning of class on the date due. If you are running late or unable to come to class, email the assignment as a file attachment or have someone bring the paper copy by 10am. **Late writings will be discounted 20 points per calendar day, including weekends. No late writings will be accepted after 5 days. To avoid losing points, be sure to proofread and spell check your assignments and use the proper format.**

Your questions/comment sheet should follow this scope /content and format model: about one page, regular margins, 12 pt. type, single-space, extra space between paragraphs. No objective questions that you can look up (Where was Wolfe born?) Subjective questions should include probable/possible answers (see below for example). Don't summarize anything or give general info about Wolfe—get right to your ideas on the writings. Be sure to include the date and your group number.

SAMPLE WRITING SHEET (this one is shorter than what you should turn in)

Chris Loma # 01010101 GROUP #3

LIT 490 / Tom Wolfe / Dr. Hill

February 31, 2016 Reading Assignment: *A Man in Full*, CH 1-7 and *Back to Blood* CH 14-20.

QUESTIONS

1. In Wolfe's *A Man in Full*, do the names Croaker and Peepgas have any literary significance? They don't seem like typical names, so I'm wondering why Wolfe chose them. I'm guessing that they have some literary antecedents, like Dickens characters "Mr. McChokemchild," etc.—or maybe Wolfe just made them up of sounds-like-the character's personality. "Croaker" is slang for "killer" or "doctor"; Charlie Croaker could be said to kill his business, or kill his own chances for success. Peepgas is a little whiny guy, peeping like a baby chick but not saying anything but "gas."
2. I've read it twice, but I'm still not sure what happened in *Back to Blood* when the two girlfriends named Camellia traded places. It seemed like they traded personalities, but not completely, since the one from the projects had the same memories as the one from the upper end of town. I think Wolfe may be trying to say that everyone has the same status worries, no matter what their level in society.

COMMENT

Conrad doesn't come in till quite a ways into *Man in Full*. but there are hints that he is, as Ransom is in C.S. Lewis's *Out of the Silent Planet* and *Perelandra*, the main heroic figure. He is always trying to live by his beliefs. He eventually helps almost everyone, even though he shows poor hero traits: selfish, usually not very brave, and pretty dorky in general, like when his car is towed and he ends up in jail. This part also shows that he is a romantic (in the literary sense) rather than a pragmatic character.

COMMENT

This book about every kind of immoral person actually turns out to be pretty moral and full of stealth values. The bad guys seem to win big, but they are stuck in their own hell, while Charlie and Conrad, through Conrad's spiritual past, get to escape the material boxes that society has put them in.

****The above are examples of the way questions and comments can be presented in the reading sheets. For full credit, fill up your sheet with more questions and fuller comments—but avoid padding with long introductions and summary of the work discussed. Also, while it is okay to focus on a particular essay of the readings, be sure to demonstrate in some of your questions and comments that you did ALL the assigned readings.****

3. EVALUATION Grades are calculated from writings, reading quizzes, midterm, and final project. Perfect attendance and participation will add points; missing more than two classes will deduct points.

3.1 Grades will be figured on the following percentages:

Short Writings (2 @ 200 points each)	40%	92 – 100% = A	70 – 75.9% = C
Reading Quizzes & misc. (12 @ 25 pts each)	30%	90 - 91.9% = A-	68.5 – 69.9% = C-
(There will be 14 quizzes; 12 will be counted)		87 - 89.9 % = B+	65 – 68.4% = D+
Final Exam Essay ~300 points	30%	81 - 86.9% = B	60 - 64.9 % = D
		79 - 80.9 % = B-	58 – 59.9% = D-
		76 - 78.9% = C+	

3.2 Class Participation and Extra Credit Although we will have lectures, the class is not intended to be primarily a lecture course, but rather an open and energetic discussion of Wolfe and his writing. To encourage participation, students may earn up to 20 points (at 1-2 points per item) extra credit for sharing an insight or asking a question in class, leading a discussion group, being the secretary/spokesman for a discussion group, and other miscellaneous activities as designated by the professor. In order to earn these points, students must document their participation. **Typed** participation logs will be collected on the 2nd, 4th, 6th and 8th week of class; participation points will be given for the previous weeks covered by the log. For formatting, follow the sample:

SAMPLE PARTICIPATION LOG

Chris Loma # 01010101 GROUP 3
LIT 200 / Tom Wolfe/ Dr. Hill
LOG 1, Weeks 1-2

Date	What I Said/Did	Points
1/12	Read my comment on Dickensian Overtones in Wolfe's early education.	(Leave this column blank; professor will fill in)
1/14	Asked my writing question about the nature of space in "Last American Hero"	
1/21	Was secretary/spokesperson for my group	
1/21	Disagreed with professor's view of status tags in Electric Kool Aid: I said Wolfe couldn't have been any kind of Determinist because he wrote for <i>Rolling Stone</i> .	
1/26	Brought in a video clip of a PBS news story on a new Wolfe documentary.	
1/28	Read in class the "Human Comedy Thought for Today" from Wolfe's website	

4. PLAGIARISM

PLNU has adopted a zero tolerance policy toward all forms of cheating. Copying or *any* talking during quizzes is considered cheating.

4.1 Here is the policy for the LJML department and this class:

-All writings must be written with no outside help. Website reading commentary, Sparknotes, etc. should not be part of your writing preparation. You should look at legitimate outside sources **ONLY** for your final exam.
- On the final exam, copying words, phrases, and ideas from books or journals and failing to note quotes or attribute the material is plagiarism. Downloading material from the Internet without attribution, including sentences, phrases, and ideas, also constitutes plagiarism. ***For instance, if you find the unique short phrase "Scintillating prose presented with rare verve in Wolfe's inimitable style" in a book, article, or blog and use it without quotation marks and attribution, you have committed plagiarism.***

4. PLAGIARISM (continued)

4. “I really didn’t mean to plagiarize” is the typical excuse for plagiarism, but ANY plagiarism or copying from reference sources or other students will result in an F for the course. The plagiarist/cheater will also be referred to the academic dean for possible suspension or expulsion from PLNU.

5. MISCELLANEOUS

5.1 Neatfreak Alert: Occasionally a grade doesn’t get posted correctly, so don’t throw anything away-- save all of your quizzes and graded writings until you get your final course grade on your portal.

5.2 Class discussion policy: This class is hereby declared an open forum. By open forum: everyone is entitled to his or her opinion on anything we discuss and everything we write. I have opinions on Wolfe and other matters that may come up in discussions, and you are welcome to disagree with them—lively discussion is what college is all about.

5.3 Class deportment policy: How you dress is your business, and you certainly don’t have to check your personality at the door. However, adult deportment is the standard in this class. Please refrain from all of the following disruptive and/or distracting actions during official class time:

1. Texting or leaving on the ringer on your cell phone. Turn it to off or vibrate. NEVER TEXT IN CLASS. If you need to make or take an emergency call or text during class time, go outside the classroom to do it.
2. Reading outside material (including school publications). Save for after class.
3. Doing work from other classes or engaging in any personal writing. See above.
4. Doing ANY non-class activities on your computer or phone. Laptops and tablets may not be used during class time unless medically needed—see me first. Take notes on paper and type them up later—this is a good study method. Violators will be asked to leave and counted absent for the day.
5. Holding private conversations while the professor is talking, or while another student is making a comment, or while another student is asking a question during class discussion.
6. Showing up late and/or without books or other required materials.
7. Doing anything else that is obviously disruptive or distracting.

Temporary departures: If you have to leave class temporarily to take an important call, use the restroom, etc., you don’t need to ask permission. But do let me know before class begins if you need to leave early and won’t be back.

Health Issues: If you have a chronic, acute, or temporary health issue that requires you to sit in a particular area or stand for part of class, wear sunglasses in class, take prescribed medicine, leave class often, etc., I’ll work with you if you let me know your situation in advance.

5.4 AND FINALLY: My role in this course is to help you sort out the material we’ll be covering, so please don’t be too shy to ask questions BEFORE a situation becomes critical—I much prefer answering questions to having confused students and resulting lower grades. Also feel free to disagree with me on any aspect of the readings—your opinion is as good as mine, and I appreciate reasoned discussions that use logic and evidence—that’s what college is all about. Your suggestions, compliments, and criticism of the class and the assignments are welcome. Make a habit of dropping by my office every once in a while even if you’re not having problems. One-on-one discussions usually lead to better understanding of the work and better grades.

Federally required statement regarding academic accommodations:

“While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student’s instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.”

A NOTE ON PUBLIC DISCOURSE INCLUDED IN ALL DEPARTMENT SYLLABI

“Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.”

Official LJML Literature Program Learning Outcomes

1. Demonstrate a continuing practice of reading that makes connections between the literature/language studied and our contemporary world. Identify and articulate the relationships among literary-historical periods, dates, styles, and authors.
2. Demonstrate knowledge of major literary-theoretical perspectives and terminology.
3. Articulate the difference between a traditional linguistics and a modern linguistics notion of language.
4. Employ strong rhetorical, literary, and analytical skills in their writing.
5. Identify and evaluate effective use of higher and lower order thinking and writing skills.

CALENDAR

Items may be added and the schedule may change; stay current by checking your e-mail.

DATES	READING QUIZ ON	Writing Group Due	Notes & Probable Activities
Week 1 TH 1/14	Intro to <i>The Purple Decades</i> "The Pump House Gang"	ALL: Turn in Syllabus Quiz	Welcome! Intro to Wolfe and "The New Journalism" Why is Popular Culture so popular in Academia?
Week 2 TU 1/19	"The Last American Hero" (<i>Purple Decades</i>) "The Truest Sport" (<i>Purple Decades</i>) "The Angels" excerpt from <i>The Right Stuff</i> (<i>Purple Decades</i>) "Yeager" excerpt from <i>The Right Stuff</i> (<i>Purple Decades</i>)	GROUP 1	Discussion: What approach does Wolfe use with "politically incorrect" subjects?
Week 2 TH 1/21	<i>The Electric Kool Aid Acid Test</i> CH 1-8	GROUP 2	Discussion: What approach does Wolfe use with "counterculture" subjects?
Week 3 TU 1/26	<i>The Electric Kool Aid Acid Test</i> CH 9-23	GROUP 3	Prankster film and ephemera
Week 3 TH 1/28	<i>The Electric Kool Aid Acid Test</i> CH 24-End	GROUP 4	Discussion: What's the takeaway from this account? Who are the heroes? Who are the winners and losers?
Week 4 TU 2/2	"Bob and Spike" (<i>Purple Decades</i>) "The Apache Dance" (<i>Purple Decades</i>) "The Invisible Artist" (<i>Hooking Up</i>) "The White Gods" (<i>Purple Decades</i>)	GROUP 5	Discussion: Modern Art and how we got it + Art and politics
Week 4 TH 2/4	"Mau Mauing the Flack Catchers" (<i>Purple Decades</i>) "The Me Decade" (<i>Purple Decades</i>)	GROUP 6	Discussion: Style, politics, and Maslow's hierarchy
Week 5 TU 2/9	"The Great Relearning" (<i>Hooking Up</i>) <i>Bonfire of the Vanities</i> : Prologue – CH 9	GROUP 7 & GROUP 1	Show and Tell: All about the 80's
Week 5 TH 2/11	<i>Bonfire of the Vanities</i> : CH 10-13	GROUP 2	Discussion: Modern Journalism and New Journalism
Week 6 TU 2/16	<i>Bonfire of the Vanities</i> : CH 14-23	GROUP 3	Film. Discussion: Books vs. Film: what gets lost in translation?
Week 6 TH 2/18	<i>Bonfire of the Vanities</i> : CH 24-Epilogue	GROUP 4	Discussion: The human tragi-comedy, Wolfe style
Week 7 TU 2/23	"Hooking Up" (<i>Hooking Up</i>) "Digibabble, Fairy Dust, and the Human Anthill" (<i>Hooking Up</i>) "In the Land of the Rococo Marxists"	GROUP 5	Discussion: Envisioning the 21 st Century
Week 7 TH 2/25	"Two Young Men Who Went West" (<i>Hooking Up</i>) "The Intelligent Co-eds guide to America" (<i>Purple Decades</i>)	GROUP 6	Discussion: Building the "Computer Age."
Week 8 TU 3/1	"Sorry Your Soul Just Died" (<i>Hooking Up</i>) "My Three Stooges" (<i>Hooking Up</i>)	GROUP 7	Class Wrap. Turn in Final Exam today—or no later than 5 p.m. on Thursday, 3/3.

CLASS LIST AND GROUP NUMBER.

The number after your name on the adjacent list will tell you what discussion group you're in and when you're scheduled for a reading sheet. You'll find the reading sheet dates on page 7 in the column labeled "Writing Group Due." Fill in the blanks below so you'll have your due dates handy for your calendar and the syllabus quiz.

NOTE: you may switch groups with another class member—but you must request the switch in advance, by telling me and sending an email.

**MY GROUP NUMBER
IS _____**

**MY FIRST WRITING
ASSIGNMENT
IS DUE _____**

**MY SECOND WRITING
ASSIGNMENT
IS DUE _____**

NAME	GROUP
Alston, Grant	1
Batten, Caleb	1
Buchanan, Cassidy	1
Budroe, Brielle	4
Camarillo, Ashley	5
Connell, Sean	1
Cordero, Cameron	1
Crabb, Brendan	1
De La Rosa, Mercedes	6
Di Dio, Ombretta	1
Eggert, Brittany	2
Espindola Jasleen	2
Fabrizio, Tyler	2
Faria, Madison	2
Fisher, Christin	2
Francis, Jaclyn	2
Fratzke, Paige	2
Fuller, Daniel	3
Goeglein, Kristina	3
Golden, Michael	3
Goveia, Abigail	3
Henry, Kendall	3
Hill, Jordan	3
Hovis, Jay	3
Hussey, Jenna	4
Johnson, Elijah	4
Kaneakua, Tiana	4
Kreisel, Jessica	4
Larson, Sean	4
Mooring, Rebekah	4
Pace, Raquel	5
Parker, Jacqueline	5
Peveler, Timothy	7
Rickards, Sarah	5
Rutherford, Kerri	5
Sanchez, Sarah	5
Shultz, Trae	6
Siddens, Chris	6
Swafford, Corynne	7
Swanson, Kirsten	6
Thomas, Brittany	6
Torzeski, Jordi	6
Van Guilder, Brita	6
Van Kirk, Callie	7
Virtue, Cierra	7
Wall, Brent	7
Whitsitt, Riley	7
Wilson, Natalie	7

NAME_____

SYLLABUS QUIZ

Instructions: Briefly answer all questions AND note the section number of the syllabus where you found the answer (3.2, 4.1, etc.) OR the page and paragraph if there isn't a section number for where you found the answer. TYPE YOUR ANSWERS, THEN PRINT OUT THE PAGES and bring them to the first class.

0. I read the above instructions, especially the underlined part, and will thereby not lose lots of points on this quiz for not following all instructions.

1. Is it okay to call the professor's cell phone? If you can't get hold of the professor anywhere, what should you do?
2. Which edition of the assigned Tom Wolfe books should you use?
3. How often should you check your email for updates on this class?
4. If you score on all work is 845/1000 at the end and you do not exceed the two-absence limit, what will your final grade be?
5. If you score on all work is 845/1000 at the end and you miss three classes, what will your final grade be? What will your final grade be if you have 845 points and miss 5 classes?
6. What should you do if you feel an overwhelming compulsion to text during class? What if you have to make an emergency call?
7. What happens to your attendance record if you show up late five times?
8. What happens to your final grade if you don't turn in one of your writing assignments, or you turn it in 6 calendar days late?
9. What happens to your grade if you turn in one of your writing assignments two calendar days late?
10. If you get perfect scores-- all possible points on all assignments-- EXCEPT you turn in the final exam after March 3 or miss it altogether, what will your final grade be?
11. True or False: To eliminate clutter, you should throw away papers the professor has already graded.
12. True or False: It is okay to be late for class if it's because the printer in the library is messed up right before class and you had to wait because your writing assignment is due today?
13. If you have a health or learning problem that may affect your our performance in the class, what should you do?
14. True or False: This is a gen-ed class, so spelling, grammar, and format don't really count on your writing assignments.
15. True or False: Plagiarism isn't serious if you don't do it on purpose.
16. True or False: ANY talking for ANY reason while a quiz is in progress is considered cheating and will incur major grade penalties.

17. True or False: Since this is college, it's okay to have a private conversation with a friend while the professor is talking, as long as you're sitting in the back and keep your voice low.
18. True or False: The course calendar is set in stone and will not be adjusted, so if you are absent, you don't need to check with the professor.
19. True or False: This is a gen-ed class, so it's okay to write fiction, poetry, songs, letters, to-do lists or assignments from other classes during class time. Updating Facebook or doing Instagrams during class is also fine with the prof—he wants you to be postmodern and distracted so that you can appreciate Wolfe better.
20. True or False: If students have any other questions about the course or the course guidelines after reading the information sheet and syllabus and taking this quiz, they should just keep those questions to themselves because the professor will get mad and pout and give them an F if they don't think he's explained everything perfectly.
21. What should you do if you're absent and want to get credit for the writing assignment due that day?
22. What happens if you miss the midterm or final because you made nonrefundable plane reservations?
23. What should you do if you've finished your writing assignment, it's 15 minutes before class, and your printer quits working?
24. What can you do if your second writing assignment is scheduled for a day you have to have lunch with the President of the United States in Denver and also appear on a national TV show broadcast from Kearney, Nebraska and so aren't able to come to class?
25. What happens to your writing assignment grade if you do it on time but leave it in your dorm and can't retrieve it before 10 am on the date due?
26. What happens to your final exam score if you turn in the essay after Thurs March 3 or if you don't submit it on LiveText and send it by email attachment?
27. Using the schedule on page 7 and the class roster on p 12, fill in the following blanks:
- MY GROUP NUMBER IS _____**
- MY FIRST WRITING ASSIGNMENT IS DUE _____**
- MY SECOND WRITING ASSIGNMENT IS DUE _____**
28. When you check the dates for your writing assignments, you discover that turning in an assignment that day will not work well for your schedule—you have a field trip for another class, you have to leave early for President's Day, you always get the flu on that day, or whatever. What should you do so that you won't lose points?
29. BONUS: After reading the syllabus, I have the following question(s)