**TITLE OF COURSE:**

**THEMES IN LITERATURE: HEMINGWAY’S SHORT STORIES AND NOVEL:**

***FOR WHOM THE BELL TOLLS***

**INSTRUCTOR: MS.CHRISTINE NEY EMAIL:** [**cney@bsu.edu**](mailto:cney@bsu.edu)

**PHONE: 765-285-7463 OFFICE: B009D**

**OFFICE HOURS: Monday: 12:00—4:00; Wednesday: 12:00—4:00**

**Thursday: 12:00—2:00**

**MEETING TIME: 4:00—6:30 Monday night**

**COURSE DESCRIPTION:**

**This Hemingway quarter course focuses on Hemingway’s short stories dealing with coming-of-age Nick Adams as he explores the fields, streams, and woods in northern Michigan and Michigan’s Upper Peninsula; develops both relationships and conflicts with the Native American Ojibwa tribe in that area; ultimately becomes a soldier in WWI, and returns from that war psychologically troubled. Students will also read Hemingway’s stories set in Africa including the sophisticated “Snows of Kilimanjaro” and other stories.**

**In the second half of this quarter course, students will read Hemingway’s masterpiece set during the Spanish civil war: *For Whom the Bell Tolls*.**

**COURSE OBJECTIVES:**

1. **Students will study Hemingway’s works in depth covering material that goes beyond what is taught in American Literature and Lost Generation Literature. Students will read a large selection of Hemingway short stories and his very long masterpiece, *For Whom the* *Bell Tolls* (that is rarely taught in the classroom because of its length).**
2. **Students will research Hemingway’s life, philosophy, and Lost Generation connections and be able to apply the material to the works studied.**
3. **Students will study the famous Hemingway writing style and come to realize how it lead to Hemingway’s reputation as one of America’s greatest writers.**
4. **Students will emulate the Hemingway writing style through creative writing assignments.**
5. **Students will do close readings of Hemingway’s works and be able to analyze the subtexts Hemingway creates through his use of his “iceberg theory.”**
6. **Students will become familiar with how authors like Hemingway use geography and nature as symbols relating to their themes.**
7. **Students will become knowledgeable about the Spanish Civil War that is the background for *For Whom the Bell Tolls.***
8. **Students will delve into the political ideologies in *For Whom the Bell Tolls* and how they affected Hemingway’s characters and themes in the novel.**

**TEXTS:**

***The Complete Short Stories of Ernest Hemingway***

***For Whom the Bell Tolls***

**METHODS OF EVALUATION:**

1. **Quizzes (20—30 pts each)**
2. **Discussion 100 pts**
3. **Creative Writing assignment (100 pts.)**
4. **Research Project: Hemingway’s life, works, philosophy, friends, and associates**

**(100 pts.)**

1. **Abstract on *For Whom the Bell Tolls***

**(100 pts.)**

1. **FINAL: Short Story test (100 pts). and novel test (100 pts.)**

**GRADING SCALE:**

**A 94% - 100**

**A- 90% - 93.9%**

**B+ 87% - 89.9%**

**B 84% - 86.9%**

**B- 80% - 83.9%**

**C+ 77% - 79.9%**

**C 74% - 76.9%**

**C- 70% - 73.9%**

**CLASS POLICIES:**

**ATTENDAN CE:**

**Since this class meets for three hours only one night a week, it is imperative that you do not miss class because you are not missing just one class, but three classes. If you miss one night you will be required to write three papers based on the material you missed. We are already missing one 3-hour class due to Easter extended, so please be aware that your attendance on other days is of extreme importance.**

**FORMATING PAPERS:**

1. **Ms. Ney is visually handicapped and needs you to format all typed papers in 12 pt. BOLD, Times New Roman.**
2. **In-Class quizzes that are handwritten need to be done legibly in dark blue or black ink.**
3. **MLA style**

**ACADEMIC INTEGRITY:**

**The Indiana Academy Student Handbook policies regarding academic integrity will be followed in this class. Please familiarize yourself with it, if you have not already done so.**

**LATE PAPERS:**

**Late papers will be penalized by point loss depending on the lateness of the paper**

**Each day late drops the paper one letter grade.**

**SCHEDULE OF ASSIGNMENTS**

**3/12 In-class research assignment: due 3/19**

**Assign 4 short stories**

**3/19: Go over research assignment**

**Discuss “Indian Camp, The Doctor and the Doctor’s Wife, The End of Something,**

**And The Three-Day Blow”**

**Explain and assign Abstracts**

**3/26: Quiz**

**Discuss war stories: “Soldier’s Home, Big Two-Hearted River, In Another**

**Country”**

**African Stories: “The Short an Happy Life of Francis Macomber, Hills Like White**

**Elephants, Snows of Kilimanjaro”**

**Assign Creative Writing exercise: Short story written in Hemingway style and tone**

**4/9 Short Story Creative Writing assignment due to be read in class**

**Discuss: “ A Clean Well-Lighted Place, Cross- Country Snow, Light of the World,**

**My Old Man, Up in Michigan, Fathers and Sons”**

**4/16: *For Whom the Bell Tolls*: Ch. 1--14**

**Quiz**

**FWBT Abstracts (3)**

**4/23 FWBT: Ch 15—25**

**Quiz**

**FWBT Abstracts (3)**

**4/30 FWBT: Chs. 26—end**

**Quiz**

**FWBT Abstracts (3)**

**4/7 FINALS WEEK: FINAL WILL BE ON SHORT STORIES AND FWBT**