

ENG 194 | Poetry in America, 1850-1945 SPRING 2025

Poetry in America, in partnership with the National Education Equity Lab, Arizona State University, and the ASU Center for Public Humanities, is pleased to offer a for-credit English course to high-school students, **Poetry in America, 1850-1945**. Students who successfully complete the course will receive 3 widely transferable undergraduate credits from ASU.

WHAT YOU'LL LEARN

This course spans a critical era in American literature, beginning with antebellum and Civil War poetry and taking us through the transformative Modernist era. Our study opens with the poetry of the American Civil War and the series of major events and social movements that followed it—including Reconstruction, the Jim Crow Era, and Manifest Destiny, to name just a few. Encountering such poets as Herman Melville, Julia Ward Howe, Walt Whitman, Edward Arlington Robinson, Paul Laurence Dunbar, James Weldon Johnson, Frances Ellen Watkins Harper, Emma Lazarus and W.E.B. DuBois, we examine the language of patriotism, pride, violence, loss and memory inspired by the nation's greatest conflict.

As we enter the 20th century, we encounter Modernism, a movement that spanned the decades from the 1910s to the mid-1940s, whose poetry marked a clear break from past traditions and past forms. We read such poets as Robert Frost, T.S. Eliot, Marianne Moore, Langston Hughes, William Carlos Williams, Edna St. Vincent Millay, Claude McKay, Dorothy Parker, and Wallace Stevens. We consider how these poets employed the language of rejection and revolution, of making and remaking, of artistic appropriation and cultural emancipation. Traveling to the homes and workplaces of Robert Frost and Wallace Stevens; to the Poetry Foundation in Chicago, where the institution of American Modernism was born; and even exploring the River Thames in the London of Eliot's *The Waste Land*, we see the sites that witnessed—and cultivated—the rise of American Modernism.

Preview Part 1 | The Civil War: <https://bit.ly/497NNjG>

Preview Part 2 | Modernism: <https://bit.ly/427CfuJ>

KEY DETAILS

- 📅 **Orientation Period:** Tuesday, January 21 - Monday, February 3
- 📅 **Course Dates:** Tuesday, February 4 - Tuesday, May 13
- 📅 **Number of ASU Credits:** 3
- 📅 **Cost:** \$250 per student (*Note: Title I school rate)

WHAT DOES MY SCHOOL NEED TO DO TO PARTICIPATE?

1. Select Students and Help Them Register

The course is suitable for students who have the requisite readiness for college-level work in English and can benefit from the college preparation and credential of mastery this experience offers. This course is recommended for juniors or seniors. Juniors may especially benefit from this experience, as it will get them thinking about college *before* they begin applying. Younger students are also welcome to enroll, but we recommend selecting only those with the requisite study and time-management skills. English language fluency is required for this course.

To begin the group registration process, please email admissions@edequitylab.org.

2. Select a Co-Teacher

Each school should select a Co-Teacher who will act in a facilitation and coaching role. The Poetry in America course team will provide comprehensive instruction, but the Co-Teacher plays a crucial role in supporting student success. The Co-Teacher is not responsible for grading student work that counts toward the ASU grade.

3. Designate a Site Coordinator

Each school should designate a Site Coordinator to be the program's primary administrative point of contact. The Site Coordinator will help ensure smooth operation of the program for participating teachers and students. Co-Teachers may also serve as Site Coordinators, but we recommend selecting an administrator (such as a departmental chair) who can provide additional support to fill this role.

4. Provide Access to Computers and Internet

All students and teachers need to have access to a computer and stable Internet at school to participate in the online course. Students will likely not be able to complete all coursework during their dedicated class period (if your school is able to offer one), and so providing Internet and computer access before and after school is recommended.

If you have students taking this course who will be learning from home full- or part-time, it will be extremely important that they have access to a reliable computer and stable Internet access.

5. Make a Dual Credit Determination

We recommend that schools offer this course for dual credit—allowing students to earn high-school credit along with college credit from Arizona State University, but it is up to each school, district, or state to determine if and how high-school credit will be applied. If you decide to award high-school credit, the course team recommends counting it as a core English course. An overview of course standards alignment can be found here: <https://bit.ly/2NXLIbu>.

It is also up to the school to determine how a grade for this course will be represented on students' high-school transcripts. In the past, many schools have offered weighted credit for this course (for example, awarding an extra point for this course, treating it much like an Advanced Placement course or an honors course).