

## Department of English &amp; Writing Studies

**American Literature Survey**  
**English 2401E (001)**  
Fall/Winter 2017-18

**Instructor:** Prof. Kate Stanley  
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Office Hours: Wed, 2:30-4:30pm & by appt

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Office Hours: Wed, 4:30-6:00pm & by appt

**Course Location:** Talbot College 202

**Course Date/Time:** Wednesdays 6:30-9:30 pm

**Antirequisite(s):** English 2341E, 2342F/G, 2343F/G, 2344E, 2345F/G, 2346F/G and 3664E, or the former English 2308E.

**Prerequisite(s):** At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or 1042E or both of English 1027F/G and 1028F/G, or permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description

In this survey of American literature we will read personal narratives, essays, poems, speeches, and novels that span various genres, perspectives, and styles from the colonial period to the contemporary. Particular emphasis will be given to emerging languages of spiritual, psychological, national, and racial identity.

At the same time, we will develop four skills essential to literary scholarship:

- *Close Reading:* relating form to content; noticing how a given writer evokes a particular feeling, tone, and achieves other literary effects; examining how a work is structured and how the narrative voice positions itself in relation to its subject and its audience.
- *Engaged Discussion:* remaining attentive and responsive to the work we are reading and the conversation it sparks; expressing ideas and questions to classmates (even when our thoughts or questions might still be in process).
- *Clear and Persuasive Writing:* composing ideas into lucid prose that makes a cogent argument supported by textual evidence.
- *Scholarly Research:* engaging with critical scholarship and exploring strategies for entering into ongoing critical discussions and debates around American literature.

**Objectives:**

By the end of the course, successful students will be able to:

- Identify different literary traditions in the US and explain their development, noting their key literary characteristics, their historical period, their intellectual tradition, and their relation to each other;
- Express ideas clearly in oral and written contexts using appropriate textual evidence, literary terms, scholarly criticism, theoretical concepts, historical contexts, and insights from class discussions;
- Summarize and cite secondary sources responsibly, and discuss them productively to generate new interpretations of texts;
- Frame a generative research question and employ library research methods to investigate possible answers to that question;
- Respond constructively to peer review, situate ideas within the context of an existing critical discussion, and develop an original, incisive, and unified argument.

Course Materials

**Required Texts:**

*The Norton Anthology of American Literature*, Vols. I and II (shorter 8th ed), eds. Nina Baym et al.  
Nathaniel Hawthorne, *The Scarlet Letter* (Bantam)  
Mark Twain, *Pudd'nhead Wilson and Those Extraordinary Twins* (Broadview)  
Nella Larsen, *Quicksand* (Dover)

**Term 2**

Alison Bechdel, *Fun Home*  
ENGLISH 2401E Course Reader

Methods of Evaluation

Participation	10%
Close Reading	2.5%
Secondary Source Summary	2.5%
In-Class Test – Part A + B	10%
In-Class Test – Part C	5%
Term 1 Essay	10%
Annotated Bibliography & Prospectus	5%
Research Essay	20%
Final Exam	35%

Course Requirements & Policies

**Participation & Preparation:** Attentive reading and reflective discussion are at the heart of this class. Your attendance, preparation, and participation are essential. Being prepared means you have completed the reading, reflected on it, and have come to class with your assigned reading in hand, ready to discuss your thoughts, questions, and any passages that struck you as important.

**Absences:** Unexplained absences will adversely affect your participation grade. Students with more than with 3 unexcused absences will receive written warning from the undergraduate chair. **A student with 4 or more unexcused absences risks being barred from writing the final exam, which means failing the course.** An absence will be excused if you supply legitimate documentation to the Academic Counseling office.

**Technology:** Computers are not permitted in class. For special dispensation, please come and talk to me. Please keep your phones away during class.

**Assignment Protocol:** Assignments are due at the beginning of class. Submit your assignment on OWL and bring a hard copy to class. Late essays and assignments will be deducted by 2% per day. Submit late papers on OWL and drop a hard copy in the box outside of AHB 2G02.

**Departmental and University Policies:** Policies related to course work, grades, plagiarism, appeals, etc. are available on the English Department website:  
<http://www.uwo.ca/english/undergraduate/Student%20Information.html>

**Value of Term Work and Exam:** Students must pass both term work and the final examination in order to pass the course. Students who fail the final examination (regardless of their term mark) will automatically fail the course.

**Timetable:**

You are expected to have done the assigned reading prior to the first class in which a work is being discussed. Bring hard copies of assigned readings to class. (R) = Reading in Course Reader

**TERM 1**

<b>I. ORIGINS: THE PURITAN ERRAND INTO THE WILDERNESS</b>		
13 Sep	<i>Introduction</i> John Winthrop, "A Model of Christian Charity" (H)	
20 Sep	Thomas Hooker, "The Soul's Preparation for Christ" (H) John Cotton, "A Treatise of the Covenant of Grace" (H) "The Examination of Mrs. Anne Hutchinson" (H) Roger Williams, "Bloody Tenet of Persecution," "A Key Into the Language of America"	
27 Sep	Mary Rowlandson, from <i>A Narrative of Captivity</i> Anne Bradstreet, "The Prologue," "The Author to Her Book," "Here Follows Some Verses upon the Burning of Our House," "To My Dear Children..." Wai Chee Dimock, "1666: Anne Bradstreet"	
4 Oct	Nathaniel Hawthorne, <i>The Scarlet Letter</i> ("The Custom-House," ch 1-6) + Broadview secondary readings TBA	
11 Oct	FALL BREAK	
18 Oct	Hawthorne cont. → end CLOSE READING WORKSHOP	CLOSE RDG DRAFT DUE

<b>II. NEW VISIONS OF AMERICAN: TRANSCENDENTALISM AND ABOLITIONISM</b>		
25 Oct	Thomas Jefferson, "The Declaration of Independence," from <i>Notes on the State of Virginia</i> Phillis Wheatley, "On Being Brought from Africa to America," "To the Right Honorable William, Earl of Dartmouth" Ralph Waldo Emerson, selections from <i>Nature</i> , Download the following on OWL, print and read for class: Eric Wilson, "'Terrible simplicity': Emerson's metaleptic style." <i>Style</i> 31.1 (1997): 58-80.	CLOSE RDG REVISION DUE  PRINT + READ WILSON
1 Nov	Ralph Waldo Emerson, "The American Scholar," "Self-Reliance," "The Poet"	SECONDARY SOURCE SUMMARY DUE
8 Nov	Henry David Thoreau, from <i>Walden</i> , "Resistance to Civil Government"	IN-CLASS TEST Part A + B
15 Nov	Frederick Douglass, from <i>Narrative of the Life of an American Slave</i> MLA Index Workshop - find, print, and bring to class: Clune, Michael. "How Poems Know What It's Like to Die." <i>ELH</i> . 83.2 (2016): 633-654. Emily Dickinson, 591 [465] [I heard a Fly buzz - when I died -]	FIND, PRINT + READ CLUNE
<b>III. INTENSIVE AND EXTENSIVE AMERICAN VOICES</b>		
22 Nov	Emily Dickinson, 259 [287] [A Clock stopped - ], 260 [288] [I'm Nobody! Who are you?], 269 [249] [Wild Nights - Wild Nights!], 320 [258] [There's a certain Slant of light], 339 [241] [I like a look of Agony], 479 [712] [Because I could not stop for Death - ], 598 [632] [The Brain - is wider than the Sky - ], 760 [650] [Pain - has an Element of Blank - ], 764 [754] [My Life had stood - a Loaded Gun - ], 1263 [1129] [Tell all the Truth but tell it slant - ], 1668 [1624] [Apparently with no surprise] Walt Whitman, "Crossing Brooklyn Ferry" Ralph Waldo Emerson, letter to Whitman (1098) "When I Heard the Learn'd Astronomer"	IN-CLASS TEST Part C
29 Nov	Walt Whitman, from "Song of Myself" Herman Melville, "Bartleby the Scrivener,"	
6 Dec	Melville, "Bartleby," cont., "A Squeeze of the Hand" (from <i>Moby Dick</i> ) (H) PEER EDITING SESSION	TERM 1 ESSAY DRAFT DUE FINAL DRAFT DUE: DEC 13

**TERM 2**

<b>IV. REALISM &amp; NATURALISM</b>		
10 Jan	William Dean Howells, from "Novel-Writing and Novel-Reading" Henry James, from "The Art of Fiction" Henry James, "The Beast in the Jungle" Literary Critical Case Study: PSYCHOANALYSIS & QUEER THEORY - Eve Kosofsky Sedgwick on James (R)	
17 Jan	Mark Twain, <i>Pudd'nhead Wilson</i> p. 3 – 33 + Broadview secondary readings TBA → end	
24 Jan	Twain cont. → end Literary Critical Case Study: FEMINIST THEORY Porter, Carolyn. "Roxana's Plot." <i>Mark Twain's Pudd'nhead Wilson: Race, Conflict and Culture</i> . Eds. Susan Gillman and Forrest G. Robinson. Durham: Duke UP, 1990. 121-136. (R)	
<b>V. PRAGMATISM, MODERNISM, AND THE HARLEM RENAISSANCE</b>		
31 Jan	William James, from <i>Pragmatism</i> (R), "On a Certain Blindness in Human Beings" (R) W. E. B. Du Bois, from <i>The Souls of Black Folk</i>	
7 Feb	Gertrude Stein, from <i>Tender Buttons</i> , "If I Told Him," (R) "Composition as Explanation," (R) "Poetry and Grammar" (R)	
14 Feb	Wallace Stevens, "Anecdote of the Jar," "The Snow Man," "The Idea of Order in Key West," "Thirteen Ways of Looking at a Blackbird" Robert Frost, "Mending Wall," "The Road Not Taken" William Carlos Williams, "Spring and All," "The Red Wheelbarrow," "This Is Just to Say," "The rose is obsolete" (R) Flossie Williams's reply to "This Is Just to Say" (R)	
21 Feb	READING WEEK	
28 Feb	Williams cont., "Portrait of a Lady," Ezra Pound, "Portrait d'une Femme" (789), "In a Station of the Metro," from "A Retrospect" (800), "Imagisme" (R) H.D., "Oread," "Sea Rose," (R), "Garden" (R)	ANNOTATED BIBLIOGRAPHY + PROSPECTUS DUE
7 Mar	T.S. Eliot, from "The Waste Land," "The Journey of the Magi" Literary Critical Case Study: POSTCOLONIALISM & TRANSNATIONALISM – TBA (R)	
14 Mar	Nella Larsen, <i>Quicksand</i>	
<b>VI. POST45 AMERICAN LIT</b>		
21 Mar	Larsen cont. → end Allen Ginsberg, "Howl," "A Supermarket in California" Jack Kerouac, "Belief & Technique for Modern Prose," "Essentials of Spontaneous Prose" (R), From <i>On the Road</i> (R) John Ashbery, "The Instruction Manual" (R)	

	John Cage, "Writing Through Howl" (R), "Lecture on Nothing" (R)	
28 Mar	Alison Bechdel, <i>Fun Home</i> (R) PEER EDITING SESSION Cultural Conversation Case Study: Bechdel interview (R)	RESEARCH ESSAY DRAFT DUE
4 Apr	Claudia Rankine, from <i>Citizen</i> (R) Ta-Nehesi Coates, "Letter to My Son"(R)	
11 Apr	Wrap-up and Review FINAL EXAM TBA	RESEARCH ESSAY REVISION DUE

### Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

### **Plagiarism Checking:**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

### Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

**Mental Health:** Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

**Disabilities:** I am happy to make academic accommodations for students with documented disabilities who have registered with Student Development Services: <http://www.sdc.uwo.ca/ssd/>

**Writing Support:** The Student Development Centre offers resources for students, including one-on-one tutoring sessions to help with writing: <http://www.sdc.uwo.ca/ssd/>