

Department of English & Writing Studies

English 2401E (002)
American Literature Survey
Fall/Winter 2025-26

Instructor: Prof. Alyssa MacLean (she/her)
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Office Hours: Tuesdays 12-2 pm and Wednesdays 1:30-2:30 pm. These are held in person or remotely. See office hour signup sheet on OWL under “Learner Resources” to sign up for an appointment.

Class TA: Alexa DiCecco (she/her)
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Office Hours: Thursdays 10:30 am – 11:30 am

Antirequisites: English 2341E, 2342F/G, 2343F/G, 2344E, 2345F/G, 2346F/G and 3664E, or the former English 2308E.

Prerequisites: At least 60% in 1.0 of English 1020-1999 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

A survey of American literature from the period of imperial exploration and contact in North America to the postmodern era. In this class, we will read some of the most fascinating literary works of the United States in a variety of modes and genres—from Puritan poetry to Indigenous life writing to modern novels. We will consider the aesthetic and formal properties of each text and consider how writers were shaped by the social conditions, ideological conflicts, economic realities, and political developments of their times, such as the forced removal of Indigenous peoples and the practice of chattel slavery. As we study the evolution of major artistic movements and periods, we will also trace the development of important assumptions, myths, and fundamental beliefs about the United States that still influence American discourse today.

In this survey, we will also pay close attention to the voices that are heard—and not heard—in different moments of US history. The pressure of attempting to read 400 years of literary history will force us to pose questions about the limits of what we know as “American literature.” Why do we read what we read, and who benefits from that? How have ideas of what constitutes “literature” (or “America,” for that matter) changed over time? What could lesser-known writers contribute to our understanding of the US nation and its literature? And is it possible to read so-called canonical writers in a way that produces new kinds of knowledge?

Readings will include novels such as Nathaniel Hawthorne’s *The Scarlet Letter*, Ernest Hemingway’s *In Our Time*, and Sylvia Plath’s *The Bell Jar*; short fiction by Herman Melville,

Henry James, Leslie Marmon Silko, and Alice Walker; personal narratives such as Harriet Jacobs' *Incidents in the Life of a Slave Girl*, Zitkala-Sa's *Impressions of an Indian Childhood* and Henry David Thoreau's *Walden*; and poetry by Anne Bradstreet, Walt Whitman, Emily Dickinson, Langston Hughes, and Allan Ginsberg.

Course format: this is an in-person synchronous course.

Use of recordings: Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior permission of the instructor.

Learning 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
- Generate original, incisive arguments about literature that pay attention to the structure, rhetoric, genre, and historical context of literary works
- Express ideas clearly in oral and written form, using appropriate textual evidence, literary terms, scholarly criticism, theoretical concepts, historical contexts, and insights from class discussions
- Formulate a research question and revise written work based on feedback
- Summarize and cite secondary sources responsibly, develop basic critiques of them, and discuss them productively to generate new interpretations of texts
- Demonstrate an emergent awareness of scholarly approaches to the study of US literature
- Navigate the library, develop relevant search strategies, use database systems, and generate bibliographies correctly
- Display academic integrity in all research processes—i.e. demonstrate an awareness of how new knowledge is created in the discipline, cite sources ethically, acknowledge the ideas that are theirs and not theirs, and make that difference clear to their readers.

Course Materials

- *Norton Anthology of American Literature*, Eds. Nina Baym et al., Shorter Tenth Edition, 2 volumes.
 - n.b. This 2-volume anthology will be the main course text. The set available at the bookstore includes a code for the digitized version of the 5-volume set, which may be useful. **Keep the code that comes with your textbook!**
- Douglass, Frederick, and Harriet Jacobs. *Narrative of the Life of Frederick Douglass, an American Slave*, and *Incidents in the Life of a Slave Girl*, Modern Library, 2004.
- Nathaniel Hawthorne, *The Scarlet Letter*, Bantam, 2003.
- Hemingway, Ernest. *In Our Time*, Scribner, 2003.
- Sylvia Plath, *The Bell Jar*, Faber and Faber, 1988.
- All other course material will be posted to OWL: <https://westernu.brightspace.com/>

Recommended Texts:

- Ross Murfin and Supryia M. Ray. *The Bedford Glossary of Critical and Literary Terms*. 4th Edition, Bedford/St. Martin's, 2018.
- Modern Language Association. *MLA Handbook*, 9th edition, Modern Language Association, 2021.
 - n.b. We will be referring briefly to both of these texts, but they are not required texts. They are strongly recommended for English majors who don't yet own a glossary of literary terms or an MLA handbook for consultation purposes.

Cost of course materials, with appropriate links to the publisher are available at this link:

https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2025&courses%5B0%5D=002_UW/ENG2401E

Methods and Evaluation

The final mark for the course will be arrived at as follows:

Quizzes and participation exercises (unannounced, best 9 of 12).....	5%
Library assignment.....	10%
Group work and Provocation assignment	5%
Essay #1 (5 pages).....	15%
Essay #2 (5 pages).....	15%
Research paper proposal.....	5%
Research paper (8-10 pages).....	20%
Class engagement	5%
Final exam (cumulative).....	20%

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/Student%20Information.html>.

Please note the following exceptions to academic consideration:

- Because not all the Quizzes/participation exercises are required in the calculation of the final course grade, I reserve the right to deny academic consideration for any missed quizzes.
- Because the Group work/Provocation assignment and the Class Engagement grades are worth less than 5%, they fail to meet the minimum 10% threshold for academic consideration; I reserve the right to deny academic consideration for any missed presentations or days of participation.
- Because the submission deadline for written assignments—i.e. Library Assignment, Essay #1, Essay #2, Research paper proposal and Research paper—already include flexibility in the form of flex deadlines (see timetable), I reserve the right to deny academic consideration for assignments which are submitted following the end of the period of flexibility.

Further details about these assignments and deadlines will be found later in this syllabus under “Overview of Course Requirements and Assignments” (see the description of each assignment for details). Supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. the April exam in this course).

When a student receives academic considerations or academic accommodations which overlap with the built-in flexibility of the assessment, the longest period of accommodation will determine

the deadline. The built-in flexibility of the assessment should not be taken to extend any considerations or accommodations.

General Information

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Chonnonton peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population.

Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

OWL Brightspace

Students are responsible for checking the course OWL site (<https://westernu.brightspace.com/>) regularly for news and updates. This is the primary method by which information will be disseminated to all students in the class.

If students need assistance with the course OWL site, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Technical Requirements

This course requires you to have a reliable high-speed internet connection and a computer that meets the technical requirements for writing online times assessments. We will also be conducting in-class quizzes on Brightspace, which will require either a laptop or a phone to complete.

Electronic Devices and Aids in the Final Exam

The only aids permitted in the final exam will be paper translation dictionaries. All other aids (calculators, electronic translation dictionaries, cell phones, smart watches, etc.) are not permitted.

Statement on the Use of Generative Artificial Intelligence

Plagiarism includes, but is not limited to, the unacknowledged use of AI tools, such as ChatGPT and Google Translate, to create content that is submitted as one's own. In this course, the use of generative AI (including automatic translation tools, ChatGPT, etc...) is prohibited. If AI use is suspected, the instructor will ask for **research notes, rough drafts, essay outlines**, and other materials used in **preparing assignments**. Students are expected to **retain** these materials until after final grades have been entered. In the unlikely event of concerns being raised about the authenticity of any assignment, students may be asked to produce these materials; an inability to do so may weigh heavily against them. Assignments should reflect the students' own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible, ethical learning environment that promotes critical thinking and independent inquiry, and allows them to produce original written contributions.

Attendance and Illness Policy

Attendance is mandatory in all classes and tutorials. In cases of excessive absenteeism (e.g. more than 9 unexcused hours for a half course, 18 for a full course), which are not accounted for by either academic consideration or accommodation, students may be debarred from taking the final examination, and will receive an official warning to this effect by or before the course drop date (see Senate policy). In classes with or without final exams, students who do not attend class will receive 0% for course participation grades. Unless other policies dictate a different set of penalties in specific English and Writing Studies programs, this will apply to all department programs.

If there is a reason why you're not attending our class, please speak to me about it. The process for requesting academic accommodation on medical or other grounds is described in the "Accommodations" section near the end of this syllabus.

Please do not come to in-person class if you're feeling ill. I will be giving students **4 classes' worth of grace days for attendance and participation per semester**, to accommodate illness. Equally, assignment deadliness will have an automatic grace period built into the syllabus (see the timetable below and a full description under "Essays").

Intellectual Property and Copyright

All instructor-written materials (e.g. PowerPoints, lecture notes, oral lectures) for this course are created solely for students' personal use within the course, and remain the instructor's intellectual property. Further reproduction, fixation, distribution, transmission, dissemination, communication, or any other uses, without securing the consent of the copyright owner (the course instructor) may be an infringement of copyright. You may not distribute, email, or otherwise communicate these materials to any other person. These limitations extend to recording, photographing, or sharing lectures (online or in-person) and lecture material without permission. Posting the instructor's content from this course to online course sharing sites like OneClass or Course Hero without permission is both an infringement of intellectual property law and a violation of academic integrity guidelines. The instructor will pass these cases on to the Western University Ombudsperson or their Department Chair as appropriate.

Additional Information

Contact Information

Alexa and I will normally respond to emails within 48 hours. We are happy to discuss your ideas anytime during office hours. I hold my office hours in my office, with the ability to hold them on Zoom from there. Please sign up for an appointment slot via the link provided on OWL and indicate whether you want to come in-person or via Zoom. If you just want to drop by, please do, but understand that I'll have to attend to scheduled students first. If you can't attend my regularly-scheduled office hours, contact me and we can set up an appointment. Alexa will be holding her office hours in-person unless other arrangements have been made.

A Note on Our Class Content

Our course readings and discussions will often focus on serious, difficult, and potentially challenging topics that may ask you to step out of your normal comfort zone. Almost every work on our syllabus depicts mature, provocative, or even deliberately offensive content of some kind, such as trauma and gender-based violence, racist ideology, racial epithets, suicide, substance abuse, and forms of self-harm.

Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings. Nonetheless, we are all responsible for creating a space that is both intellectually rigorous and respectful, and I ask all students to come to class and participate in discussions in a spirit of intellectual curiosity, honesty, and empathy. Please be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

Please consider approaching me ahead of time if you'd like spoilers for certain kinds of content or other information that would help you feel more able to appreciate the readings or class discussion. If you think a particular reading or topic might be especially challenging or unsettling, I encourage you to reach out to campus counselling services; if need be, your counsellor can contact us to discuss the situation.

Contingency Plan for Instructor Illness

In the event that I fall ill and am unable to teach in-person, we may conduct that day's class as a synchronous online class over Zoom. The grading scheme will not change. In the event that online learning is required, a stable internet connection with working microphone and webcam will be required. If any changes in delivery format are necessary, I will communicate with you via Announcements on OWL to explain the new format for the class.

Overview of Course Requirements And Assignments

Academic Integrity Tutorial on Brightspace

All students are required to have completed the Centre for Teaching and Learning's Academic Integrity Tutorial. Any students who have not completed the tutorial from a previous 1000-level course must complete it by Friday Sept. 26.

Class Participation and Engagement

This class depends upon regular and active engagement and participation from all students: this involves reading the course texts carefully before class, preparing questions for class discussion, listening actively, responding thoughtfully to other students, and coming to office hours. You must bring your assigned text to class so that you can participate fully in our discussions. Readings should be completed in their entirety before our first class on them, even if we're covering them over multiple days.

Your participation mark, which is determined each semester, is designed to measure your attendance, participation, engagement with other students, and evidence of consistent preparation and active learning. Short in-class writing assignments may be given during the semester to ensure that all students are contributing to the conversation. Failure to come to class prepared enough to ask a question, complete an in-class assignment, or participate in a discussion will negatively affect your participation grade.

Quizzes and Individual Engagement Activities

Over the course of the year, I'll be giving 12 quizzes and/or short-answer assignments that are meant to test your comprehension of past class discussions and key concepts and monitor the class's comprehension of the assigned reading. For the most part, these quizzes will take place on OWL at the beginning of class. They will be conducted individually and marked individually. The lowest 3 quiz grades, including missed quizzes, will be dropped from consideration when calculating your final overall grade for quizzes (your best 9 out of 12 will be counted). *Because*

not all of the quizzes are required in the calculation of the final course grade, I reserve the right to deny academic consideration for these missed elements.

Learning Pod Group Activities (Including the Provocation Assignment)

In this class, you'll be assigned to a Learning Pod to foster collaboration and peer-led learning. In the Fall semester, your Learning Pod will complete a Provocation assignment, which will take place in the form of a 20-minute debate. In this group assignment, two Learning Pods will be assigned a provocative question about that day's text. Each Learning Pod will be assigned a position that your team must defend in the debate. In your groups, you must work together to choose 1-2 textual passages that support that position, and give a 10-minute explanation of the meaning they offer. During the debate, at least two members of each Learning Pod need to speak, and after the debate, your Learning Pod must complete a post-debate reflection form discussing the best elements of your team's arguments and the strengths and weaknesses of the debate itself. You can divide the work however you see fit (you'll need at least two debaters and at least one writer doing the post-debate form), but the workload should be shared equally by everyone in the learning pod. The Provocation assignments will be difficult to reschedule, and will ideally take place on their scheduled day unless multiple members of one Learning Pod are absent. In the second week of class, please exchange contact information with each other so that you can arrange to meet. I recommend setting aside at least 1 hour to meet together in person prior to your debate.

Over the course of the rest of the term, you'll be assigned some group work periodically, which may involve some thinking about specific learning prompts outside of class, or work done in class. We may mark some of these assignments, but the goal here is to foster good discussion. The Learning Pod discussions will also inform your peer evaluations at the end of term.

Invitation to Intervene: If there is some sort of behavioural issue or situation occurring within your Learning Pod that is compromising the performance of the team, please email me with an invitation to intervene. Resolutions will vary depending on the problem and may include talking to different parties involved, giving one Learning Pod member a different mark than other members due to missed or partially-completed work, or assigning an alternative assessment for a Learning Pod member that is not participating fully (note that this alternative assessment may include an automatic grade cap to reflect that student's inability to work with the team).

Each Learning Pod member will be required to submit two peer evaluations which will become the basis of your Learning Pod grade. One evaluation will be due at the end of the Fall semester when the Learning Pod Provocation assignments are complete. The second evaluation will be due at the end of the Winter semester.

Library Assignment

In this short assignment, you'll be given a handout to complete during a trip to the library. Part I of the assignment will involve a treasure hunt where you will be asked to find specific information or items in the library collection. Part II of the assignment will ask you to write and correct in-text citations and a Works Cited page in MLA 9 format. More details will be provided later in the course.

Please note that because the submission deadline for the library assignment already includes flexibility in the form of a flex deadline, I reserve the right to deny academic consideration for assignments which are submitted following the end of the period of flexibility. Library Assignments that are more than 2 weeks late will not be accepted, even with Academic Consideration. Please see "Flex deadline and late policy" below for more details.

Essays

There are 3 essays due for this class: 2 essays (5 pages each) and a final research paper (8-10 pages), which will require a proposal.

Papers in English should be written in MLA format; this method of documentation is described in the *MLA Handbook for Writers of Research Papers*, 9th ed, which is available as a digital download on the university's library website at https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045045545305163. It's also available for purchase at the bookstore. The OWL at Purdue website also has an abbreviated guide to MLA guidelines at <http://owl.english.purdue.edu/owl/resource/747/01/>.

Essays must include textual support with analysis to earn a passing grade. Further details of these papers will be announced later in the course. I encourage you to discuss your papers with me in office hours as you work on them. On the day an essay is due, please upload a copy of it under "Assignments" on OWL.

Please note that because the submission deadline for the essays already include flexibility in the form of a flex deadline, I will not be granting further extensions. Students who want an extension beyond the flex deadline need to make a request for Academic Consideration through Academic Advising. Proposals that are more than 2 weeks late will not be accepted for credit. Essays that are more than 4 weeks late may not be accepted for credit, even with Academic Consideration. Please see "Flex deadline and late policy" below for more details.

Final Exam

This course will have a closed-book, 3-hour in-person final exam that will cover all of the material of the course. Further details will be provided later in the course. Please note that this assessment is central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to contact the Academic Advising office of your faculty of Registration and provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the opportunity to make up this work by writing the Special (make-up) Examination, which will be held on or after Thursday May 7. See the following link for details:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/definitions.pdf

General Information About Academic Consideration and Missed Coursework

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:
<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:
<https://registrar.uwo.ca/academics/academicconsiderations/>
All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request without supporting documentation in this course. However, **the final examination for this course, which will be scheduled during the April examination period, is excluded from this policy and will therefore require formal supporting documentation.**

Flex Deadline and Late Policy in This Class

In this course, your written assignments have a no-questions-asked grace period of at least 48 hours. As the attached schedule shows, each paper has an official deadline and a “flex deadline” allowing for an automatic extension. As a result, the standard Policy on Academic Consideration – Undergraduate Students in First Entry Programs, which allows students to apply for automatic extensions without documentation, i.e. https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf, will not be applicable to the paper deadlines in this course. I will not be granting further extensions beyond the flex deadline. Students who are submitting their work after the original deadline but before the flex deadline do not need to notify me in advance.

Students who want an extension beyond the flex deadline may still seek out academic consideration, but the situation they’re facing (i.e. the one they’re seeking relief for) must have begun *before* the original deadline, and they will be required to go through academic counselling to have their extension request approved. Please note that the extension request may not be automatically granted by Academic Advising.

Assignments that are submitted late may receive fewer comments. Essays that are more than 4 weeks late will not be accepted, even with Academic Consideration. Library Assignments that are more than 2 weeks late will not be accepted, even with Academic Consideration.

Evaluation Scheme for Missed Assignments

After the flex deadline passes, the penalty for late papers and assignments will be 2% per day. Late penalties will be applied for each day of the week, including weekends and holidays.

When a student misses the **Final Exam** and their Academic Consideration has been granted, they will be allowed to write the Special Examination (the name given by the University to a makeup Final Exam). See the Academic Calendar ([Special Examinations](#)), especially for those who miss multiple final exams within one examination period.

Essential Learning Requirements

Even when Academic Considerations are granted for missed coursework, the following are deemed essential to earn a passing grade:

- a grade of 50% on the Research Paper, to satisfy the Senate requirement that students must demonstrate “some minimal competence in essay writing” in order to pass this E-designated course;
- a grade of 40% on the final exam, to ensure that students demonstrate sufficient mastery of the learning outcomes

Additional Statements

Statement on Academic Integrity

We (i.e. students in this course, Professor MacLean, Alexa DiCecco, the Department of English and Writing Studies, Western University, and the scholarly community at large) share an understanding of the ethical ways that we use to produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work. However, it also means we produce our own contributions that add to the scholarly conversation: we don't buy or copy papers or exams, or have someone else edit them, or rely on AI to create them. We also don't falsify data or sources, or hand in the same work in more than one course.

One of the learning outcomes of this course is to cultivate a clear sense of what academic integrity is: what academic integrity means for this discipline, why it matters, and how to practice it in our research. Please come and see me any time you have questions about how or why we engage in the practices of attribution and citation.

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/academicpolicies/appeals/scholasticdisciplineundergrad.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.

Statement on the Use of Plagiarism-Checking Software

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.

AI Use

The use of generative AI software such as ChatGPT to draft or write assignments is strictly prohibited in this course. Any assignments that have been produced with the assistance of artificial intelligence will be considered instances of plagiarism.

For all assignments completed in this class, I may require you to attend an in-person interview to discuss your work before the mark is finalized. The purpose of such an interview is to confirm that the work you have submitted is your own. If you are unable to speak meaningfully and coherently about your written work, I may judge the work in question to be plagiarized.

Accommodation Policies

Religious Accommodation

Students should review the [policy for Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but **not later than two weeks** prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Religious Accommodation requests for final exams should be submitted via the Student Absence Portal.

Academic Accommodation and Accessible Education

Academic Accommodation is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.”

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodationdisabilities.pdf>. Students with disabilities are encouraged to register with **Accessible Education** at the earliest opportunity. “Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students”
<http://academicsupport.uwo.ca/accessibleeducation/index.html>.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

Support Services

Academic Advising

Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

https://registrar.uwo.ca/faculty_academic_counselling.html

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-Based and Sexual Violence

Western University [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either

recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Learning Development and Success

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

Schedule of Classes and Assignments

You are expected to have completed the assigned reading prior to the first class in which a work is being discussed. Please bring assigned readings to class. Deadlines are marked in **blue**; flex deadlines are marked in **green**.

N.B.: we may discover that we want to spend more time on certain readings and less time on others. I'll consider changing the schedule if such a change would benefit most students' learning in this course. If readings are modified, they will not vary significantly in page length.

Unit 1. Contact in the Americas	
Thurs. Sept 4:	Introductions
Tues. Sept. 9:	Iroquois creation story (Norton) Álvar Nunez Cabeza de Vaca, from "The Relation..." (Norton)
Thurs. Sept. 11:	Excerpt from John Winthrop's "A Model of Christian Charity" (Norton) Letter from indentured servant Richard Frethorne (posted on OWL)
Unit 2: Puritan life, Bradstreet, and <i>The Scarlet Letter</i>	
Tues. Sept. 16:	Bradstreet, "The Prologue," "The Author to Her Book," "Here Follows Some Verses upon the Burning of Our House" (Norton) "Quiz" 1: "For Better for Verse" activity (take-home, due Mon Sept. 22)
Thurs. Sept. 18:	Bradstreet, "In Memory of My Dear Grandchild Elizabeth Bradstreet" (Norton) Provocation 1 + 2: Does Bradstreet represent female empowerment as a more important principle than religion? (1 = yes; 2 = no)
Tues. Sept 23:	Hawthorne, <i>The Scarlet Letter</i>
Thurs. Sept. 25:	<i>The Scarlet Letter</i> con't Provocation 3 + 4: Does Hawthorne lose faith in his heroine? (3 = yes; 4 = no)
Fri. Sept. 26	Deadline for completing the Academic Integrity module on Brightspace and uploading your certificate under "Assignments"
Tues. Sept 30:	Class cancelled for National Day for Truth and Reconciliation "Quiz": attend an event and complete take-home online "quiz" by end of day Wednesday Oct 1
Thurs. Oct. 2:	<i>The Scarlet Letter</i> con't
Tues. Oct 7:	<i>The Scarlet Letter</i> con't

	Provocation 5 + 6: Does Pearl find freedom by the end of the book? (5 = yes; 6 = no)
Unit 3: Revolutionary Period	
Thurs. Oct. 9:	Class visit from Jason Dyck—library assignment. Attendance is mandatory.
Tues. Oct. 14:	Thomas Jefferson et al. "The Declaration of Independence" (OWL) Wheatley, "On Being Brought from Africa to America," "To The Right Honorable William, Earl of Dartmouth," "To His Excellency General Washington" (Norton) Download and read the following essay on OWL: Wolfe, "A Method for Teaching Invention in the Gateway Literature Class"
Unit 4: Transcendentalism	
Thurs. Oct. 16:	Emerson, "Self-Reliance"
Tues. Oct. 21:	Henry David Thoreau, selections from <i>Walden</i>
Thurs. Oct. 23:	Thoreau, <i>Walden</i> con't Provocation 7 + 8: do Thoreau and/or Emerson's messages of individualism foster social responsibility? (5 = yes; 6 = no)
Tues. Oct. 28:	Melville, "Bartleby, the Scrivener" (Norton) Library/Bibliography assignment due
Thurs. Oct. 30:	Download and read the following essay (use the MLA database to find it): Sten, Christopher. "Bartleby the Transcendentalist: Melville's Dead Letter to Emerson." <i>Modern Language Quarterly</i> vol. 35, iss. 1, 1974, pp. 30-44. Provocation 9 + 10: Is the narrator the villain of this text? (7 = yes; 8 = no) Library/Bibliography assignment flex deadline: Friday Oct. 31
Mon. Nov. 3-Fri Nov. 9	READING WEEK—no class
Unit 5: Slavery and Resistance	
Tues. Nov. 11:	Jacobs, <i>Incidents in the Life of a Slave Girl</i>
Thurs. Nov. 13:	<i>Incidents</i> con't Download and read the following essay on OWL: Whitsitt, "Reading Between the Lines: The Black Cultural Tradition of Masking in Harriet Jacobs's <i>Incidents in the Life of a Slave Girl</i> "
Tues. Nov. 18:	<i>Incidents</i> con't Essay 1 due (5 pages)
Thurs. Nov. 20:	<i>Incidents</i> con't Essay 1 flex deadline
Tues. Nov. 25:	Whitman, "When I Heard the Learn'd Astronomer" Whitman, "Song of Myself" sections 1-13, 16-19, 48-52 (Norton)
Thurs. Nov 27:	Whitman, "Song of Myself" con't
Tues. Dec 2:	Emily Dickinson, "I heard a Fly buzz – when I died –"
Thurs. Dec. 4:	Dickinson, "There's a certain Slant of light" (Norton) "Tell all the truth but tell it slant –" "I started early—took my dog" other poems TBA (Norton)
Tues. Dec. 9:	Download and read the following essay on OWL: Juhasz and Miller, "Performances of Gender in Emily Dickinson's Poetry" (on OWL) Other poems TBA (Norton)
Thurs. Dec. 11 -Tues. Dec 22: December exam period (no midterm for this class)	

Winter Break	
Unit 7: American Realism	
Tues. Jan 6:	Download the following reading on OWL, print out and bring to class (do not use the excerpts in Norton): Zitkala-Ša (Gertrude Simmons Bonnin), from <i>Impressions of an Indian Childhood</i>
Thurs. Jan. 8:	Zitkala-Ša (con't)
Tues. Jan. 13:	Henry James, "Daisy Miller: A Study" (Norton)
Unit 8: American Modernism	
Thurs. Jan 15:	F. T. Marinetti, From "Manifesto of Futurism" https://www.societyforasianart.org/sites/default/files/manifesto_futurista.pdf Ezra Pound, From "A Retrospect," (Norton 740) "In a Station of the Metro" (Norton 732)
Tues. Jan 20:	William Carlos Williams, "The Red Wheelbarrow", "This is Just to Say" (Norton 726) T.S. Eliot, "The Love Song of J. Alfred Prufrock" (Norton)
Thurs. Jan 22:	Eliot, "Prufrock" con't (Norton)
Tues. Jan 27:	Wallace Stevens, "The Snow Man", "Thirteen Ways of Looking at a Blackbird"
Thurs. Jan 29:	Stevens con't
NB: Jan. 30 is the last day to drop a full-year course without penalty (WDN on record)	
Tues. Feb. 3:	Ernest Hemingway, <i>In Our Time</i>
Thurs. Feb. 5:	<i>In Our Time</i> con't
Tues. Feb. 10:	<i>In Our Time</i> con't Essay 2 due (5 pages)
Thurs. Feb. 12:	<i>In Our Time</i> con't Essay 2 flex deadline
Feb. 14-22	No class: Spring Reading Week
Tues. Feb 23:	W. E. B. DuBois, from <i>The Souls of Black Folk</i> , ch. 1, 3 (Norton) Paul Lawrence Dunbar, "Sympathy," "We Wear the Mask"
Thurs. Feb 25:	Langston Hughes, "The Weary Blues" (Norton)
Unit 9. The Cold War and U.S. Postmodernism	
Tues. Mar. 3:	Plath, <i>The Bell Jar</i>
Thurs. Mar. 5:	<i>The Bell Jar</i> (con't) Research paper proposal due Research paper proposal flex deadline: Monday Mar. 9
Tues. Mar. 10:	<i>The Bell Jar</i> (con't) A link to the following book excerpt will be posted on OWL. Download and read for class: From Marta Caminero-Santangelo's <i>The Madwoman Can't Speak: Or Why Insanity is Not Subversive</i>
Thurs. Mar. 12:	<i>The Bell Jar</i> (con't)
Tues. Mar 17:	Jack Kerouac, "Belief and Technique for Modern Prose" (on OWL) Allan Ginsberg, "Howl"
Thurs. Mar 19:	"Howl" (con't)
Tues. Mar. 24:	Ginsberg, "A Supermarket in California" Faulkner, "Barn Burning"
Thurs. Mar. 26:	Alice Walker, "Everyday Use" RESEARCH PAPER DUE (8-10 pages) Flex deadline for research paper is Mon. Mar. 30

Tues Mar. 31:	"Everyday Use" con't
Thurs. Apr. 2:	Reading TBA
Fri. Apr. 3:	Good Friday—University Closed
Tues Apr. 7:	Leslie Marmon Silko, "Lullaby"
Thurs. Apr. 9:	Review
Exam period (Apr 12-30)	Final Exam: Time and Date TBA